

# IvyTech Charter School



Charter Renewal Petition

For the Term July 1, 2020 through  
June 30, 2025

Submitted to the Moorpark Unified School District

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## AFFIRMATIONS/ASSURANCES

IvyTech Charter School (“ITCS: or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non- charter public schools. [Ref. Education Code Section 47605(c)(I)]
- The Charter School shall be deemed the exclusive public school employer of the employees of IvyTech Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all pupils who wish to attend IvyTech Charter School, and who submit a timely application, unless IvyTech receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(D)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in IvyTech Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- The Charter School shall maintain all necessary and appropriate insurance coverage at all times.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves IvyTech Charter School without graduating or completing the school year for any reason, IvyTech shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



## **INTRODUCTION**

IvyTech Charter School (ITCS) provides its students with modern, rigorous, and relevant common core curriculums that are student-centered and student-inspired. The school meets the needs of students in grades 7 through 12 in Ventura County and adjacent counties by providing a multitude of programs. Students and their families have a choice between a hybrid model approach, as well as an independent study program. These options exist for the middle school environment, separate from the high school; students are put in educational cohorts accordingly. All programs include online instruction in tandem with onsite support, instruction and/or individualized support. IvyTech emphasizes meeting the needs of individual students as they matriculate through core subject content while developing proficiencies in 21st century communication, critical thinking, collaboration, creativity and technology skills.

### ***IvyTech Charter School Mission Statement:***

IvyTech Charter School educates students to have the knowledge, character, and critical skills necessary to explore and contribute to the world in positive ways. Through design thinking strategies, inquiry based learning, effective communication and inspired collaboration, IvyTech graduates move on from their scholastic experience at IvyTech Charter School with purpose. They go on to cultivate action in the world that sparks both creative investigation and innovation, thereby becoming both global learners and leaders of the 21st century.

### ***IvyTech Charter School Vision Statement:***

IvyTech endeavors to produce learners and leaders that are brave enough to think outside of the box, with the grit necessary to persevere in the face of adversity.

### ***The School wide Learning Outcomes of IvyTech Charter:***

- **Innovative Learners**
  - Who are inspired, self-directed and resilient
  - Who are able to read critically, write clearly and engage creatively
- **Twenty-first Century Leaders**
  - Who can effectively navigate 21st century information systems to investigate a variety of issues
  - Who can communicate & collaborate with others both locally and globally to solve meaningful, relevant problems

ITCS's curriculum model integrates online curricula rich in the use of 21st century technology tools in conjunction with onsite learning, which includes live classes, individual tutoring opportunities and small group collaboration. IvyTech is staffed with certified academic instructors who handle all of the core curriculum classes, and part-time elective instructors who offer on-campus classes and ongoing individual support. As a result, ITCS is uniquely positioned to serve students in a spectrum of grades and across a broad range of ability levels.

Our coursework includes text, video and audio, a makerspace lab, and other engaging content, along with built-in assessments at both the unit and course levels. These assessments can be utilized to measure student mastery of common core standards and determine whether students require remedial assistance, modifications, or one-on-one services. All classes provide access to course material, as well as real-time reporting of student progress to parents/guardians, school administrators and other interested parties through the school's online learning management system (LMS).

At the core of IvyTech's rigorous curriculum are selected elements from recognized publishers of state adopted textbooks including Glencoe, McGraw-Hill, Pearson, Aurora Learning, Silicon Valley High School, UC Scout, and UCCI. IvyTech has aligned these elements with the CCSS and has then built upon them with both proprietary interactive content, as well as selected supplemental material, to assure complete coverage. IvyTech's unique focus on a personalized learning experience facilitates the effective delivery of instruction via an optimal combination of student connection, parent participation, and staff guidance.

The ultimate focus for the "Personalized Learning" component of IvyTech's instructional model is student achievement. Students will develop a solid foundation in the core subjects of reading/language arts, mathematics, science and social studies through a challenging curriculum that meets CCSS and will prepare them to excel on California's state assessments. Students will also be given opportunities for enrichment in Visual and Performing Arts, and a Makerspace lab that include applications of real world life skills.

Our Makerspace lab is a place where students learn how to problem solve and think creatively, which prepares them for the next generation assessments, as well as the global job market. This is a place where students envision and design projects while creating and using the tools necessary to see those projects come alive. Students begin to see themselves as creators of their own learning and become more curious about the world around them.

## SELF EVALUATION AND WESTERN ASSOCIATION of SCHOOLS AND COLLEGES (WASC) on the “QUALITY OF THE SCHOOL’S PROGRAM”

### 1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources.

<b>Accomplishments from the Past Charter Term</b>	<b>Focus for Future Charter Term</b>
Reworked the school’s Mission statement to better align with the primary vision of the Charter.	Evaluate the effectiveness of implemented programs by establishing key data points that measure the unique aspects and opportunities of our programs.
Developed additional board policies and employee manuals.	Continually review board and school policies on an annual basis.
Developed additional data points to analyze student achievement.	Update and finalize student handbook.
Established a comprehensive professional development plan.	Continue to define and promote professional development with ITCS’s ever evolving program.

### 2. Curriculum

<b>Accomplishments from the Past Charter Term</b>	<b>Focus for Future Charter Term</b>
Began development of a structure to evaluate effectiveness, rigor, and standards alignment of teacher created curricula.	Continue developing evaluation methods to measure for effectiveness, rigor, and standards alignment of teacher created curricula.
Introduced real world problem scenarios in the onsite program and encouraged inquiry based learning and design thinking strategies for finding appropriate solutions.	Further refine and develop an onsite Specialized Secondary Program (SSP) that emphasizes the utilization of kinesthetic performance tasks and provides real world learning experiences.

### 3. Instruction

<b>Accomplishments from the Past Charter Term</b>	<b>Focus for Future Charter Term</b>
Promoted a professional development plan that incorporated the latest educational research and pedagogical best practices.	Continue to research and communicate to staff changes and updates to educational best practices.

#### 4. Assessments and Accountability

<b>Accomplishments from the Past Charter Term</b>	<b>Focus for Future Charter Term</b>
Formative and summative assessments of students' performance acted as a primary driver to update the school's vision and educational approach for the onsite program.	Continue to integrate cross curricular benchmarks of skills that can be incorporated in a multitude of subject areas.
	Formative assessments will further inform instructors on ways to customize and tailor content delivery each semester to better support skill development.
	Alternative summative assessments will inform the school of the needed expertise that is required to further develop the 21st century skills necessary to improve the quality of student product and better prepare learners to enter into the modern workforce.

#### 5. School Culture and Support for Personal and Academic Growth

<b>Accomplishments from the Past Charter Term</b>	<b>Focus for Future Charter Term</b>
Evaluated the strengths and weaknesses of program offerings, as well as the school's alignment to vision and mission statements.	Continue to evaluate the efficacy of programs and their contributions to the promotion of the culture at ITCS.
Formalized safety and emergency procedures.	Continue to evaluate the safety of the school environment and prepare for all emergency situations to ensure that ITCS can provide a safe learning environment in these changing and challenging times.
Developed structure to provide the support needed for the achievement of individual learning goals in each learning paradigm offered by ITCS.	Continue to evaluate the support systems at ITCS and their efficacy in aiding students' progression towards the achievement of personal and academic goals.
Implemented curriculum and instruction in the onsite program that focused heavily on the application of core and 21st century skills, which encouraged students to develop and practice real world problem solving strategies. The introduction of this approach has engendered a culture of participation and utilization of knowledge/skills at ITCS.	Continue to find and implement curricula and instructional strategies that encourage a culture of student-centered kinesthetic exploration of both concepts and skills that promote participatory learning.

## 6. School wide Strengths and Critical Areas of Focus

<b>Strengths</b>	<b>Focus</b>
Sound financial plan and acceptable accounting practices.	Collect and analyze student progress data.
Independent study days. Students from all programs have access to instructors for one-on-one/small group instruction/remediation.	Additional professional development for teachers and the school administrator in regards to student achievement and data management.
Professional development days on Mondays and Fridays.	Adoption/creation of appropriate diagnostic materials and placement tests.
Focus on individual students, self-pacing, help for struggling students, and individual meetings.	Adoption of curricula and development of courses that promote real world skills and culminate in certification that is recognized in the professional realm.
Caring, professional, qualified and motivated staff.	
Teacher-Student relationship, student check-in and support.	

## **Charter Renewal**

**Section 1** – Chartering Information from the State

**Section 2** – Charter Data to support Pupil Academic Achievement for Purposes of Charter Renewal

### **Section 1**

Charter schools are required by law to renew the charter term by the entity that approved the charter petition for a period not to exceed five years. Charter renewals are governed by the California *Education Code (EC)* Section 47607 and California *Code of Regulations (CCR)*, Title 5, Section 11966.4.

As part of California’s transition to a new standards-based assessments, on March 13, 2014, the State Board of Education suspended the calculation of the Academic Performance Indexes (APIs) for two years. Additionally, the California Legislature repealed *EC* Section 52056(a), making the API ranking of schools no longer required. As a result of these changes in the academic accountability system, the California Department of Education (CDE) provides the following guidance for charter school renewal.

### ***Determining Pupil Academic Achievement for Purposes of Charter Renewal***

The law requires that charter school authorizers consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal. A charter school authorizer may make this determination by examining pupil academic achievement measures under the renewal criteria set out in *EC* Sections 47607(b)(4), 47607(b)(5), or 52052(e)(4).

### ***Renewal Criteria under EC Section 47607(b)***

Before it can be considered for renewal, a charter school that has been in operation for four years shall meet at least one of four criteria outlined in *EC* Section 47607(b):

- Criterion 1: Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- Criterion 2: Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- Criterion 3: Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school API in the prior year or in two of the last three years.

Due to the suspension of the API, and because the API ranking of schools is no longer required, Criteria 1, 2, and 3 are not applicable to charter renewals at this time.

If a charter school can provide academic achievement data that is comparable to data used to measure academic achievement in demographically similar pupil populations as comparison schools, an authorizer may use *EC* Section 47607(b)(4):

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

As outlined in *EC* Section 47607(b)(4)(B), the determination made pursuant to Criterion 4 shall be based upon the following:

- Documented and clear and convincing data.
- Pupil achievement data from assessments, including, but not limited to, California Assessment of Student Performance and Progress established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools.
- Information submitted by the charter school

#### ***Notification Requirements to CDE***

After the governing body of the local educational agency (LEA) has approved the renewal for a charter school, the LEA must provide timely notification to the CDE pursuant to *EC* Section 47604.32(e). The following documents are required:

- The Academic Performance Determination Form (PDF) signed by the Superintendent of the authorizing local educational agency (LEA).
- Written notice (board minutes of the public hearing and approving the renewal of the charter) by the governing board of the authorizing LEA. The minutes need to include a statement, the school has been renewed for a five year term effective from July 1, 2020 through June 30, 2025.
- Supporting documentation and a written summary of the basis for any determination made pursuant to the renewal including evidence that pupil academic achievement for all groups of pupils served by the charter school are at least equal to the public school that the pupils would otherwise have attended.
- Updated petition (including new legislation enacted after the charter was originally granted or last renewed) as approved by the authorizing LEA.

**All materials are submitted electronically by email** to CHARTERRENEWALS@cde.ca.gov. If your electronic documents are too large for email transmission please indicate that information in your renewal email and alternate arrangements will be made to accommodate file transmission.

#### **Section 2**

In accordance with Education Code Section 47607(a)(3)(A), the District shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal.

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b):

- The charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the school(s) in the school district in which the charter school is located. (Education Code Section 47607(b)(4)(A))

	Number Students in Year	CAASPP ELA	CAASPP MATH	Suspension Rate	Graduation Rate	College / Career	Socio economic	EL	Foster
ITCS 2019 Statistics	78	9.4 pts above	76.3 pts below	0%	46.9%	4.3%	21.8%	0%	0%
ITCS 2018 Statistics	92	28.9 pts above	98 pts below	0%	40.5%	10.8%	25%	2.2%	1.1%
ITCS 2017 Statistics	83	28.8 pts above	52.9 below	0%	72.7%	3%	19.3%	2.4%	0%

Comparable Area Schools for 2017	Number Students in Year	CAASPP ELA	CAASPP MATH	Suspension Rate	Graduation Rate	College / Career	Socio economic	EL	Foster
<b>Moorpark HS @ the College</b>	<b>60</b>	<b>96.8 pts above</b>	<b>9.8 pts above</b>	<b>0%</b>	<b>75%</b>	<b>41.7%</b>	<b>8.3%</b>	<b>1.7%</b>	<b>0%</b>
Mesa Verde MS	677	16.1 pts above	7.7 pts below	2.9%	N/A	N/A	35.3%	4.1%	0%
Chaparral MS	632	10.8 pts above	38.7 pts below	4%	N/A	N/A	44.8%	9.7%	0.3%
<b>Conejo Valley HS</b>	<b>102</b>	<b>97.5 pts below</b>	<b>196.3 pts below</b>	<b>14.3%</b>	<b>94%</b>	<b>0%</b>	<b>58.8%</b>	<b>3.9%</b>	<b>2%</b>
Redwood MS	802	19.1 pts above	8.6 pts below	2.6%	N/A	N/A	30.8%	7.7%	0.2%
<b>Apollo HS</b>	<b>114</b>	<b>140 pts below</b>	<b>202.4 pts below</b>	<b>9.8%</b>	<b>57.5%</b>	<b>2.7%</b>	<b>60.5%</b>	<b>14.9%</b>	<b>0%</b>
Valley View MS	1225	9.2 pts below	21.7 pts below	5.9%	N/A	N/A	30.2%	6%	0.2%
<b>Frontier Continuation HS</b>	<b>520</b>	<b>136.4 pts below</b>	<b>208 pts below</b>	<b>8.6%</b>	<b>58.8%</b>	<b>6.2%</b>	<b>87.7%</b>	<b>19%</b>	<b>2.9%</b>
Monte Vista MS	766	11 pts above	37.9 pts below	7.1%	N/A	N/A	36.8%	5.7%	0.1%

Comparable Area Schools for 2017	Number Students in Year	CAASPP ELA	CAASPP MATH	Suspension Rate	Graduation Rate	College / Career	Socio economic	EL	Foster
<b>Moorpark Community High</b>	<b>38</b>	<b>166 pts below</b>	<b>No Data</b>	<b>11.8%</b>	<b>76.5%</b>	<b>0%</b>	<b>81.6%</b>	<b>28.9%</b>	<b>0%</b>
<b>Moorpark HS @ the College</b>	<b>50</b>	<b>93.1 pts above</b>	<b>1.4 pts below</b>	<b>0%</b>	<b>94.1%</b>	<b>70.6%</b>	<b>14%</b>	<b>0%</b>	<b>0%</b>
Mesa Verde MS	685	25.2 pts above	6.2 pts below	3.9%	N/A	N/A	34%	4.8%	0%
Chaparral MS	623	6.6 pts above	37.5 pts below	3.1%	N/A	N/A	47.4%	8.8%	0.2%
<b>Conejo Valley HS</b>	<b>112</b>	<b>103.1 pts below</b>	<b>205 pts below</b>	<b>19%</b>	<b>75.8%</b>	<b>0%</b>	<b>62.5%</b>	<b>7.1%</b>	<b>4.5%</b>



Redwood MS	870	16.1 pts above	4.3 pts above	4%	N/A	N/A	29.1%	6.1%	0.3%
<b>Apollo HS</b>	<b>148</b>	<b>105.5 pts below</b>	<b>165.7 pts below</b>	<b>12.2%</b>	<b>61.1%</b>	<b>0%</b>	<b>65.5%</b>	<b>10.8%</b>	<b>1.4%</b>
Valley View MS	1222	2.6 pts below	15.3 pts below	0.1%	N/A	N/A	29.5%	4.5%	0.4%
<b>Frontier Continuation HS</b>	<b>464</b>	<b>120.8 pts below</b>	<b>218.8 pts below</b>	<b>5.1%</b>	<b>59.1%</b>	<b>3%</b>	<b>90.9%</b>	<b>18.5%</b>	<b>2.2%</b>
Monte Vista MS	767	6.9 pts above	45.8 pts below	6.8%	N/A	N/A	37.2%	5.9%	0.1%

Comparable Area Schools for 2017	Number Students in Year	CAASPP ELA	CAASPP MATH	Suspension Rate	Graduation Rate	College / Career	Socio economic	EL	Foster
Moorpark Community High	Alternative schools are not included in the Fall 2017 California Dashboard.								
Moorpark HS @ the College	80	No Data	No Data	0%	87.8%	53.1%	10%	0%	0%
Mesa Verde MS	683	32.4 pts above	9.9 pts below	4.6%	N/A	N/A	27.1%	4.5%	0.1%
Chaparral MS	602	15.1 pts above	30.8 pts below	2.2%	N/A	N/A	42.7%	11.5%	0.7%
Conejo Valley HS	Alternative schools are not included in the Fall 2017 California Dashboard.								
Redwood MS	891	24.7 pts above	4 pts above	3%	N/A	N/A	22.8%	5.1%	0.1%
Apollo HS	Alternative schools are not included in the Fall 2017 California Dashboard.								
Valley View MS	1247	0.2 pts above	35.5 pts below	6.1%	N/A	N/A	27.3%	7.1%	0.2%
Frontier Continuation HS	Alternative schools are not included in the Fall 2017 California Dashboard.								
Monte Vista MS	811	2.7 pts above	52.4 pts below	4.5%	N/A	N/A	34.9%	6.8%	0.7%

The Charter school continues to serve an eclectic group of students. To date, December 2019, IvyTech has 72 students enrolled with the following break down:

16 – 7<sup>th</sup> through 8<sup>th</sup> Grade pupils:

- All students are enrolled in the independent study program and participate in enrichment opportunities provided by IvyTech.

56 – 9<sup>th</sup> through 12 Grade pupils:

- Students participating in the onsite hybrid program that include 3 days per week of onsite instruction.
- Students participating in the independent study program which includes 2 onsite days per week for tutoring and small group instruction.
- Fifth-year seniors which includes 2 onsite days per week for tutoring and small group

instruction.

**The Charter School has met the minimum criteria for renewal by meeting criteria set under the Education Code 47607(b)(4)(A).**

## **ELEMENT 1: EDUCATIONAL PROGRAM**

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. --California Education Code Section 47605 (b)(5)(A)(i).*

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

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

### **A. MISSION**

IvyTech Charter School educates students to have the knowledge, character, and critical skills necessary to explore and contribute to the world in positive ways. Through design thinking strategies, inquiry based learning, effective communication and inspired collaboration, IvyTech graduates move on from their scholastic experience at IvyTech Charter School with purpose. They go on to cultivate action in the world that sparks both creative investigation and innovation, thereby becoming both global learners and leaders of the 21st century.

### **B. EDUCATIONAL PHILOSOPHY**

*The future demands that:*

- Students master a skill set that includes: researching, processing, analyzing, creative problem solving, and disseminating information.
- Students master the technological tools that are required for success in higher education and in the workplace.

Successful teaching and learning involves the utilization of information technology skills that integrate all relevant and meaningful curricular contexts into a whole. It is important

that teachers do not replace teaching with “technology,” but instead integrate technology to teach better.

***IvyTech Administrators and Teachers believe:***

- That the integration of technology into education, including collaborative learning and problem solving, results in student success through the process of active learning.
- Differentiated instruction is best achieved through the utilization of technology, thus allowing the accommodation of diverse learning styles and individualized learning experiences.
- That the intelligent use of technology will inspire student learning, while affecting a student’s attitude and achievement in a positive manner.
- That learning is a collaboration between all stakeholders in a child’s education, including students, faculty, administrators, parents, and the community at large.
- That technology creates a climate of adaptability, enhancing a student’s problem solving skills, as well as creating life-long learners.
- Graduates of IvyTech will be proficient and “at home” in the utilization of technology in all forms. They will have an ingrained awareness of technology’s benefits and pitfalls, as well as an awareness of the moral and ethical issues related to it.

***Whom The School Is Attempting To Educate:***

All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile. Since our target student profile is not limited to any one particular demographic, IvyTech Charter School is designed to meet the needs of many students, both gifted and those who are deemed at-risk.

IvyTech students include those whose families seek direct involvement in their student’s education or who have opted for a more personalized learning school environment; children who are homebound due to illness or disability; “exceptional” children who are either far ahead or far behind their peers in school; young people pursuing artistic or athletic careers that require a more flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

IvyTech serves grades 7-12 throughout Ventura County and adjacent counties. IvyTech will make every effort to serve not more than 150 students each year, as a combined total, from all of the programs offered.

**C. WHAT IS AN “EDUCATED PERSON” IN THE 21<sup>ST</sup> CENTURY?**

An educated person in the 21<sup>st</sup> Century must not only be able to master state Common Core State Standards, but must also be proficient in the use of technology. By doing school work online, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in their workplace or in pursuit of their life-long learning objectives.

IvyTech Charter School will prepare self-motivated, competent, life-long learners for the 21<sup>st</sup> Century. IvyTech Charter School will employ online learning methods in conjunction with onsite meetings to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success.

***As a result: IvyTech Charter School Vision Statement:***

ITCS endeavors to produce learners and leaders that are brave enough to think outside of the box, with the grit necessary to persevere in the face of adversity.

***The Schoolwide Learning Outcomes of IvyTech Charter:***

- **I**nnovative Learners
  - Who are inspired, self-directed and resilient
  - Who are able to read critically, write clearly and engage creatively
- **T**wenty-first Century Leaders
  - Who can effectively navigate 21st century information systems to investigate a variety of issues
  - Who can communicate & collaborate with others both locally and globally to solve meaningful, relevant problems

**D. HOW DOES LEARNING BEST OCCUR?**

IvyTech Charter School believes that learning best occurs when students:

- are stimulated by challenging and interesting problems.
- are encouraged to seek solutions and answers to real world situations, rather than memorize ideas, concepts or facts.
- and teachers have a relationship built on trust, mutual respect and the facilitation of problem solving.
- respect each other, and work to establish a life-long relationship, which is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition.
- are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum.

- are taught skills and/or ideas not in isolation, but rather as steps of a ladder where each rung builds to greater understanding and depth.
- see technology as a tool to further the process of inquiry and knowledge acquisition instead of a means to an end.
- focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them, as well as long term planning on how to achieve them.
- are in a supportive, caring, and safe environment

### **Highly Qualified and Supported Teachers**

The faculty will consist of well-prepared and certified teachers. All teachers will meet the requirements of Education Code Section 47605(l) and the Every Students Succeeds Act. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. Teacher Induction training will be provided to teachers that need it in order to complete their Professional Clear Credential.

### **Personalized Support and Flexible Scheduling**

IvyTech's onsite, blended curriculum model integrates online curricula rich in the use of 21st century technology tools - such as virtual whiteboards and online discussion forums, with onsite learning, which includes live classes, kinesthetic investigations, individual tutoring opportunities and small group collaboration. The independent study program at ITCS offers students the ability to access digital coursework 24 hours a day, 7 days a week. This allows learners involved in "exceptional" situations to have equitable access to and agency of their learning. IvyTech is staffed with core curricula instructors, independent study academic advisors, and elective instructors who offer live sessions of classes, workshops and ongoing individual support. As a result, IvyTech Charter School is uniquely positioned to serve students in a spectrum of grades and across a broad range of abilities

Students taking independent study courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. An example of this may be a student who chooses to work on math Monday and English on Tuesday. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of IvyTech.

Additionally, students interested in pursuing collegiate level coursework and credit are facilitated by IvyTech's dual enrollment program. These students are guided by the school counselor to choose and enroll in appropriate classes at one of the local community colleges. Students participating in this program earn high school and college credit concurrently.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from the teachers, either at the school's learning center or remotely via email, phone, or online. The individual learning needs of all students are met through this differentiated instructional strategy.

Students take personal responsibility for their learning in various ways:

- Utilize planning tools and strategies.
- Demonstrate self-motivation needed to complete daily tasks.
- Students track their work, developing a clear sense of the level of effort needed to complete their tasks.

## **E. CURRICULUM AND INSTRUCTIONAL DESIGN**

### ***IvyTech's Personalized Learning Model:***

IvyTech Charter School has aligned its curriculum with the Common Core State Standards. The Charter School's teachers work together to align and articulate standards coverage within and across courses and grades. In regular meetings, teachers address how projects and assignments connect to CCSS, and how these standards must be the essential base for student work serving as benchmarks for curriculum alignment and development. Student talents and interests help to provide specific topics of focus. Benchmark descriptors in student assessments and rubrics will provide developmentally appropriate goals and objectives for each curriculum area. Core curriculum will be enriched by lessons that are differentiated to address student talents, interests, learning modalities, and challenges.

IvyTech Charter School instructional design is aligned to a personalized learning model. The three primary components are as follows:

1. Parent involvement
2. Individualized academic achievement plan
3. High-quality teaching provided through on-site support

Learning at IvyTech Charter School follows various avenues, depending on each student's chosen learning format. ITCS provides a variety of educational environments/situations that are well supported by both the "learning triad" (see above) and by proven curricula.

ITCS academic pathways include:

- An independent study program which utilizes a series of online coursework, combined with onsite advisory and instruction. Students have a mandatory check in with an advisor to ensure that students remain on pace with coursework. Onsite instruction is available with core class instructors each week of the semester. This program can service approximately 120 students at any one time.
- A specialized hybrid program, with finite space (30 students), which emphasizes onsite collaboration, kinesthetic investigations, and inquiry based learning. Due to

the highly specialized focus of this program and the limited availability of seats, students that elect to participate in this program, must adhere to all program requirements, which include higher standards of attendance, participation, and work completion. Students who fail to meet the requirements set out by this program, may be transferred to the parallel, Independent Study program at the end of a grading period. The open space may then be filled by students on the waiting list for the onsite program. This specialized program was originated in the 2018-19 school year and has stemmed from the latest research on optimizing learning environments for the 21st century.

- ITCS offers students, in both programs, the opportunity to concurrently enroll in classes through the local community college district. This dual enrollment program offers learners the chance to earn high school and college credit contemporaneously and takes the place of onsite Advanced Placement courses.

This basic foundation is further enhanced by the implementation of technology tools, a focus on high quality teaching, and by ongoing staff training opportunities. Each year, administration and teachers meet to review and revise the Core Curriculum list. This catalog of instructional materials includes state adopted textbooks and supporting materials for all core subjects. High School students have a selection of UC approved courses.

### **Curriculum, Technology and Materials**

IvyTech Charter School combines proven and rigorous print-based curriculum materials in conjunction with online curriculum and support in core areas. The IvyTech Charter School curriculum aligns with the CCSS and integrates a print-rich school curriculum, which is accredited and is well known for its success in producing high-performing students.

All lesson plans are provided to students and families through the online learning management system (LMS), directing them through the use of the comprehensive set of textbooks, trade books, manipulatives, online programs and consumables that IvyTech Charter School provides for them at the beginning of the school year. IvyTech Charter School learners do not face the distractions and interruptions of a typical school setting, from lining up in the hallway to waiting out the teacher's handling of disruptive peers. Thus, they often use their learning time much more efficiently and effectively. The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integrated part of the learning day at IvyTech Charter School; discrete skills and extended projects, remediation, and enrichment activities are all part of the daily routine for students and their parents/teachers.

In addition to working with the curriculum materials described above, IvyTech students have the opportunity to participate regularly in face-to-face and community-building activities. These activities include classes both on- and off-site, as well as field trips and community outings facilitated by the Charter School's staff and/or parent volunteers.

### **California-Certified Teachers**

Each IvyTech Charter School student has a California-Certified Teacher specially trained in the IvyTech Charter School curriculum and instructional method for each of their core



subjects. Working in the Charter School's local professional office, this teacher, collaborating with parents, is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the child's performance. Based on a student's demonstrated mastery of the material, teachers may add, expand, or replace assignments; they also grade students in each subject for the regular student report cards and make promotion or retention decisions. Depending on the need of the learner, teacher contact with the student and parent may be as frequent as every week and at minimum once a month. Teachers do not wait to be contacted; they are proactive participants in their student's learning plans.

### **School Calendar and Instructional Minutes**

IvyTech Charter School follows a traditional school year calendar that will include a minimum of 175 days. The school calendar may be extended to allow families more flexibility in completing the year's work, or to provide extra learning time for students who are at-risk. IvyTech Charter School also offers summer school courses to high school students who are behind in credits or who want to get ahead. The IvyTech Charter School program provides for and offers more than the legally mandated minimum instructional minutes for every high school grade.

### **Independent Study**

IvyTech Charter School adheres to all applicable sections of the Education Code for Independent Study (e.g. Sections 47612.5 and 51745, et seq.) and the funding determination requirements of SB740. IvyTech Charter School adheres to all applicable California Independent Study Regulations, specifically 5 CCR Section 11700 et seq. This includes, at a minimum, the creation and execution of master agreements, creation and adoption of a IvyTech Charter School Board of Directors policy regarding independent study, appropriate maintenance of work product, staffing that complies with the required pupil to teacher ratios, and geographic limitations on the place of residence of the pupils. In addition, IvyTech Charter School complies with Education Code Section 51747.3 and does not provide any "thing of value" to pupils that a school district could not legally provide to its pupils.

### **Attendance Guidelines**

IvyTech Charter School will offer the same number of instructional minutes as set forth in Education Code 47612.5(a) for the appropriate grade levels and will operate for at least the required minimum of 175 days.

### **Course Transferability**

IvyTech will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents will be required to complete an orientation that will include a review of the transcript. A state-certified high school diploma will be

issued to all students who meet IvyTech's graduation requirements.

## ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

<b>Category A: Conditions of Learning</b>					
<b>PRIORITY 1:</b> <i>Basic</i>	<p><b>Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair.</b></p> <ul style="list-style-type: none"> <li>● Appropriate teacher assignment</li> <li>● Sufficient instructional materials</li> <li>● Facilities in good repair</li> </ul>				
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<b>PRIORITY 2:</b> <i>Implementation of State Common Core Standards</i>	<p><b>Implementation of academic content and performance standards adopted by the state board for all pupils.</b></p> <ul style="list-style-type: none"> <li>● How the programs and services will enable students to access the Common Core academic content standards.</li> <li>● How the programs and services will enable EL to access the Common Core academic standards.</li> <li>● How the programs and services will enable EL to access English language development standards.</li> </ul>				
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<b>PRIORITY 7:</b> <i>Course Access</i>	<p><b>Pupil enrollment in a broad course of study that includes all of the subject areas.</b></p>				
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receive modifications and differentiated curriculum to meet their needs.	track performance of subgroups. ● Annual review of course and curricular offerings to ensure broad course of study.
<b>Category B: Pupil Outcomes</b>	
<b>PRIORITY 4:</b> <i>Pupil Achievement</i>	<b>Performance on standardized tests, score on the Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by EAP.</b> <ul style="list-style-type: none"> <li>● Statewide Assessment Data, API, College Readiness</li> <li>● % students completing A-G or CTE or ROP</li> <li>● Language Proficiency</li> </ul>
<b>Annual Goals to Achieve Priority #4</b>	<b>Actions to Achieve Annual Goals</b>
<ul style="list-style-type: none"> <li>● All students will become proficient in English and Math.</li> <li>● Students will perform well on formal/informal and/or core assessments.</li> <li>● Students will show growth on benchmark assessments.</li> <li>● All students will show growth on formal/informal assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● CCSS based and aligned curriculum.</li> <li>● Regular benchmark assessments (Min 2x per year).</li> <li>● Student support structures (summer school, tutoring, differentiated instruction) to meet graduation requirements.</li> <li>● Modified lesson plans designed to support ELs and struggling students.</li> <li>● Professional development specifically to analyze results of, and create action plans for benchmark assessments and to support struggling students.</li> </ul>
<b>PRIORITY 8:</b> <i>Other Pupil Outcomes</i>	<b>Pupil outcomes in subject areas.</b>
<b>Annual Goals to Achieve Priority #8</b>	<b>Actions to Achieve Annual Goals</b>
<ul style="list-style-type: none"> <li>● All students will become proficient readers and writers of the English Language.</li> <li>● All students will become proficient in mathematical skills and content.</li> <li>● All students will become proficient in science concepts and scientific thinking.</li> <li>● All students will become proficient in social science practice and content.</li> </ul>	<ul style="list-style-type: none"> <li>● Standards based and aligned curriculum.</li> <li>● Regular benchmark assessments (Min 2x per year).</li> <li>● Student support structures (summer school, tutoring, differentiated instruction) to meet graduation requirements.</li> <li>● Modified lesson plans designed to support ELs and struggling students.</li> <li>● Professional development specifically to analyze results of, and create action plans for benchmark assessments and to support struggling students.</li> </ul>
<b>Category C: Engagement</b>	
<b>PRIORITY 3:</b> <i>Other Pupil Outcomes</i>	<b>Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special needs subgroups.</b>
<b>Annual Goals to Achieve Priority #3</b>	<b>Actions to Achieve Annual Goals</b>
<ul style="list-style-type: none"> <li>● Parents view themselves as a key component of the Charter School and student success.</li> <li>● Parents demonstrate high satisfaction with the Charter School's program.</li> </ul>	<ul style="list-style-type: none"> <li>● List of differentiated opportunities for parental involvement.</li> <li>● Regular, designated times for parents to give feedback to school leadership.</li> <li>● Annual community survey.</li> </ul>
<b>PRIORITY 5:</b> <i>Other Pupil</i>	<b>School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation.</b>

<b>Outcomes</b>	
<ul style="list-style-type: none"> <li>Students attend school regularly, consistently, and do not dropout.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with Advisory teacher to support student achievement.</li> <li>Support structures (one-on-one tutoring, small group instruction).</li> </ul>
<b>PRIORITY 6: School Climate</b>	<b>Pupil suspension rates, pupil expulsion rates, other measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness.</b>
<ul style="list-style-type: none"> <li>Blended learning model at IvyTech Charter School will demonstrate respect for individual differences, self-regulation, and character values of integrity and personal ownership.</li> <li>Student suspension and expulsion rates will remain low.</li> </ul>	<ul style="list-style-type: none"> <li>Administration and staff will ensure a positive learning environment is in place during class/study walkthroughs.</li> <li>Administration will facilitate trainings during staff meetings, as needed, to help teachers ensure students are engaged, feel safe, and respected.</li> <li>All parents and students will understand the school's behavior expectations and related consequences.</li> </ul>

**Supporting Research for the Personalized Learning Model:**

Education research has shown that the touchstones of IvyTech Charter School’s Personalized Instructional model—parental involvement, individualized academic achievement plan, and high-quality teaching—have been directly correlated to motivate student achievement.

Developing students as lifelong learners, increasing students’ motivation and achievement and preparing students for college and careers are common goals for all schools. Researchers along with educators and administrators agree that, when done well, personalized learning makes significant changes for students. While we’re all clear that personalized learning is something to strive to achieve in schools, we also know that the challenge is to measure the success of personalized learning.

Over the course of the past nine years, ITCS continues to stay updated on the research and key elements in making personalized teaching a success. Here are just a few articles we find inspiring in fueling our passion towards perfecting our Hybrid program.

**[Student Engagement: Key to Personalized Learning](#)**

**Larry Ferlazzo (2017)**

*“Personalized learning has the potential to greatly improve student achievement—but realistic teachers know that any instructional strategy will only be effective if students are willing to do the work. That’s why Larry Ferlazzo emphasizes the importance of weaving intrinsic motivation into every personalized learning classroom. Four key elements of instruction that promote intrinsic motivation, he writes, are autonomy, competence, relatedness, and relevance. Ferlazzo offers many specific ways in which he promotes these qualities in his teaching—some strategies that use technology and some that use non-tech approaches. Although his students are English language learners, these approaches*

*can be equally useful for other students.”*

### **Is Standardization the Answer to Personalization?**

**Paul Emerich France (2017)**

*“For many educators, personalization and standardization are considered antithetical, with personalization implying learning that's unique to each student and standardization implying something common to all. We must get past this dichotomy, France argues. Comparing methods in education to those in social media, he says that by standardizing processes and tools—as social media platforms do (with, for example, structures for "liking" and posting comments)—personalization can be better supported. Students still have chances to find agency as learners and the process of personalization becomes less complex and more doable. Providing examples from his 1st grade classroom, France argues for creating a culture of personalization by deliberately standardizing carefully selected components of the classroom, such as standards for students' work quality and processes for working and receiving feedback.”*

### **A School Where Learning Is Personal**

**Jim Rickabaugh, Christina Sprader and James Murray (2017)**

*“To create a clear picture of a personalized learning environment, this article walks us through a day at the Waukesha STEM Academy, a Wisconsin charter school serving about 300 students in grades 6–8. The article follows Cal, a student making the transition from his former traditional school (wherever week looked about the same) to a school where he had to learn how to advocate for his own acquisition of knowledge and seek out the resources he needed when he struggled. From messaging his project teammates as he eats breakfast, to meeting with his advisory teacher, to working through his math skills online, to checking in with his literacy facilitator to obtain coaching, Cal shapes his own school day depending on his individual learning needs. Cal understands what, why, and how he should learn—and he is actively invested in making that happen.”*

### **Hybrid High Schools Reflect New Thinking in Education**

**Steven Herr (2019)**

*“Educational leaders realize they need to compete to show their value and to build trust in their communities. Having facilities that support new modes of learning can go a long way toward building a stable and healthy relationship between schools and their stakeholders.”*

### **Plan for Students who are Academically Low Achieving**

Students who are academically low achieving will be identified by Charter School teachers

through ongoing progress and attendance reports, placement tests, course assessments, standardized test results, and parent and student observation. IvyTech will utilize strategies to improve student success such as curriculum modification, parent education, and advisory mentorship.

IvyTech will identify students who are performing below or above grade level, or those students otherwise having issues that are impacting the Student academically, and utilize a Student Success Team ("SST") process to develop a plan to address their individual needs. The SST consists of the following members: an administrator, a general education teacher, the special education coordinator, a parent and a student.

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

If the problem continues after implementation of a SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

### ***Plan for Students who are Academically High Achieving***

Students who are academically high achieving will be identified by teachers of IvyTech Charter School through ongoing progress and attendance reports, placement tests, course tests, standardized test results, and parent and teacher observation. Students who are performing above grade level will have the opportunity to take advanced courses and/or take advantage of the dual enrollment program.

### ***Plan for English Learners***

IvyTech will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. IvyTech will implement strategies for serving English Learners, which are research based.

### ***Home Language Survey***

IvyTech will administer the home language survey upon a student's initial enrollment into IvyTech Charter School.

### ***English Language Proficiency Assessments for California***

IvyTech will notify all parents of its responsibility for ELPAC testing and of ELPAC

results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

### **English Learner Instructional Strategies and Curriculum**

Courses available for English Learners include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. English Learners will be able to receive the same level of individual support as all IvyTech Charter School students to meet any unique needs.

EL students will receive additional English Language Development assistance from a teacher. This assistance will include academic support in vocabulary development and comprehension either outside of the student's core courses, or within the core course to insure the students receive the help they need to increase their English language development and be successful in their courses.

### **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure, including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage will use the Student Oral Language Observation Matrix.

### **Plan for Serving Students with Disabilities Overview**

IvyTech shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

IvyTech shall be categorized as a "public school" within the District in conformity with Education Code Section 47641(b). As described below, IvyTech shall comply with a Memorandum of Understanding ("MOU") between the District and IvyTech related to the delineation of duties between the District and IvyTech.

IvyTech shall comply with all state and federal laws related to the provision of special education instruction and related services and all Special Education Local Plan Area ("SELPA") policies and procedures, and shall utilize appropriate SELPA forms.

IvyTech shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by IvyTech shall be accessible for all students with disabilities.

### **Services for Students under the "IDEIA"**

IvyTech intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA. IvyTech shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b) for as long as long as the charter is sponsored by the Moorpark Unified School District unless the District and Charter School mutually agree otherwise.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, IvyTech seeks services from the District for special education students enrolled in IvyTech in the same manner as is provided to students in other District schools. IvyTech will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. IvyTech will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between IvyTech and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that IvyTech and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

IvyTech acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. IvyTech agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. IvyTech believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification, and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.



### **Staffing**

All special education services at IvyTech will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is IvyTech's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs IvyTech that current District practice is for the individual school sites to hire site special education staff or the District and IvyTech agree that IvyTech must hire on-site special education staff. In that instance, IvyTech shall ensure that all special education staff hired by IvyTech are qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by IvyTech (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### **Notification and Coordination**

IvyTech shall follow District policies as they apply to all District schools for responding to implementation of special education services. IvyTech will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

IvyTech shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. IvyTech shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

### **Identification and Referral**

IvyTech shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. IvyTech will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is IvyTech's understanding that the District shall provide IvyTech with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that IvyTech is provided with notification and relevant files of all students who have an existing IEP and who are transferring to IvyTech from a District school. The District

shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

IvyTech will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### **Assessments**

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law.

IvyTech shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. IvyTech shall not conduct special education assessments unless directed by the District.

### **IEP Meetings**

It is IvyTech's understanding that the District shall arrange and notify the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. IvyTech shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Director and/or IvyTech designated representative with appropriate administrative authority as required by the IDEIA, the student's special education case manager, the student's general education teacher if the student is or may be in a regular education classroom, the student, if appropriate, and other Charter School representatives who are knowledgeable about the regular education program at IvyTech and/or about the student. It is IvyTech's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### **IEP Development**

IvyTech understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the District, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

IvyTech shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

### **IEP Implementation**

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. IvyTech shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, IvyTech shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for IvyTech's non-special education students, whichever is more. IvyTech shall also provide all home-school coordination and information exchange unless directed otherwise by the District. IvyTech shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. IvyTech shall comply with any directive of the District as relates to the coordination of IvyTech and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

### **Interim and Initial Placements of New Charter School Students**

All students enrolling in IvyTech from another school district outside of the SELPA with a current IEP will be required to meet with IvyTech personnel prior to admission.

### **Special Education Students Transferring Out of Charter School**

IvyTech shall provide a copy of a student's IEP and cumulative file when a student leaves the charter school to enroll in another school.

### **Non-Public Placements/Non-Public Agencies**

The District shall be solely responsible for selecting, contracting with, and overseeing all non- public schools and non-public agencies used to serve special education students. IvyTech shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. IvyTech shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

### **Non-discrimination**

It is understood and agreed that all children will have access to the charter school and no student shall be denied admission nor counseled out of IvyTech due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need of special education services.

### **Parent/Guardian Concerns and Complaints**

IvyTech shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. IvyTech shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. IvyTech shall immediately notify the District of any concerns raised by parents. In addition, IvyTech and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with IvyTech's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. IvyTech shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

IvyTech and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and IvyTech shall comply with the District's decision.

IvyTech and the District shall cooperate in response to any complaint or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

### **Due Process Hearings**

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The charter school agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and IvyTech shall work together to defend the case. In the event that the District determines that legal representation is needed, IvyTech agrees that legal counsel of the District's choosing shall jointly represent it.

IvyTech understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

### **SELPA Representation**

It is IvyTech's understanding that the District shall represent IvyTech at all SELPA meetings and report to IvyTech of SELPA activities in the same manner as is reported to all schools within the District.

## **Funding**

IvyTech understands that it will be subject to the allocation plan of the SELPA.

## **Section 504 of the Rehabilitation Act**

IvyTech recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of IvyTech. Any student, who has an identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by IvyTech.

A 504 team will be assembled by IvyTech's Principal and shall include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA, but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- a) Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- c) Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.
- d) The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by IvyTech's professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

## **ELEMENT 2: STUDENT OUTCOMES**

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes, "for the purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.--California Education Code Section 47605(b)(5)(B)*

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured.--California Education Code Section 47605(b)(5)(C)*

The goal of IvyTech is to create a school that motivates and assists all students in becoming self-motivated, competent, life-long learners. IvyTech will ensure alignment of its curriculum with CCSS in order to ensure success for all students in excelling in state required standardized tests. These standards will serve as a guide in developing Charter School goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions..

ITCS has clearly defined schoolwide outcomes in compliance with Education Code Sections 47605(b)(5)(A)(ii), 47605(b)(5)(B) and 52060(d). These goals are informed by and aligned with the state priorities and the state and local indicators that are published in the California School Dashboard. A reasonably comprehensive description of goals, actions, and student outcomes, schoolwide and for all numerically significant pupil subgroups, in and aligned with the state priorities, is contained in the ITCS LCAP.

ITCS' goals and the metrics by which the Charter School will measure progress towards achieving those goals are described in this section. In addition, these are incorporated into the ITCS LCAP which is reviewed, updated, approved and published annually. 2019-20 is the final year of the current three year LCAP cycle; ITCS' LCAP for 2020-21 and moving forward will be aligned with this petition.

The Charter School will produce a LCAP using the template adopted by the State Board of Education, pursuant to Education Code Section 47606.5, on or before July 1 each year. On an annual basis, the Charter School shall update the LCAP, including the goals and annual actions. The Charter School shall submit the LCAP to its authorizer annually on or before July 1, as required by Education Code Section 47604.33. ITCS shall comply with all requirements in Education Code Section 47606.5.

While the specific targets that ITCS will strive to achieve will vary slightly over time, the intention is that the goals and expected annual outcomes will remain relatively consistent over the next five years. For purposes of measuring achievement of these goals across all significant subgroups served by ITCS, a numerically significant pupil subgroup will be defined as one that consists of at least 30 pupils. Subgroups will be identified based on the Charter School's student population, which we expect will include, but is not limited to, the following: racial and ethnic identity, income level, English learner status, students with disabilities, homeless and foster youth.

The ITCS LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" pursuant to Section 47607.

Actions intended to ensure ITCS meets these goals and targets are delineated throughout this petition. Beyond the information provided in the LCAP, ITCS shall meet all statewide standards and conduct student assessments and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools. Applicable courses at ITCS will continue to meet A-G requirements of the University of California and California State University systems, as well as meet accreditation standards as established by the Governing Board of the Western Association of Schools and Colleges (WASC), which will be signified by ITCS' continued accreditation through WASC. The outcomes listed below have been carefully designed to align with the mission of the Charter School, exit outcomes and curriculum

**OUTCOMES IN THE STATE PRIORITIES**

<b>Category A: Conditions of Learning</b>		
<b>PRIORITY 1:</b> <i>Basic</i>	<b>Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to stands-aligned instructional materials and school facilities are maintained in good repair.</b>	
<b>Annual Goals to Achieve Priority #1</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>IvyTech will hire and maintain a highly qualified faculty who are all properly credentialed and assigned.</li> <li>IvyTech will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.</li> <li>School facilities are maintained and in good repair.</li> </ul>	<ul style="list-style-type: none"> <li>All candidates will undergo a hiring process, which includes paper screening, interviews, and reference checks.</li> <li>Faculty will have days of targeted professional developments, based on individual and school goals and the needs of students based on data.</li> <li>Administration and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.</li> <li>Regular walkthroughs of school facilities by administration.</li> </ul>	<ul style="list-style-type: none"> <li>85% of faculty reach personal yearly goals set at the end of year meeting.</li> <li>Less than 5% of faculty leave IvyTech Charter School after two or fewer years.</li> <li>Administrators, staff and parents conduct yearly assessment of materials.</li> <li>90% of community members agree that the school is clean and orderly on community survey.</li> <li>School leaders rate the school condition as “excellent” on quarterly walkthroughs.</li> </ul>
<b>PRIORITY 2:</b> <i>Implementation of State Common Core Standards</i>	<b>Implementation of academic content and performance standards adopted by the state board for all pupils.</b>	
<b>Annual Goals to Achieve Priority #2</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>



<ul style="list-style-type: none"> <li>IvyTech Charter School will utilize current curriculum to implement CCSS.</li> <li>IvyTech Charter School curriculum will be designed to support EL's both for academic content knowledge and English proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>All lesson plans will have goals and strategies to support EL's both for academic content knowledge and English language proficiency.</li> <li>Professional development, which includes dedicated days for implementing CCSS and supporting ELs and other struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>An annual audit of curricula and lesson plans, by School administration and faculty, will show that 95% of lesson plans are aligned to CCSS and CA EL standards and have support for ELs and struggling students.</li> </ul>
<b>PRIORITY 7: Course Access</b>	<b>Pupil enrollment in a broad course of study that includes all of the subject areas.</b>	
<b>Annual Goals to Achieve Priority #7</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>IvyTech Charter School students will receive a well-rounded education and instruction that integrates multiple content areas.</li> <li>Students with exceptional needs and all ELs, high and low-achieving students will receive modifications and differentiated curriculum to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous graduation requirements, including opportunities to meet A-G requirements.</li> <li>Extensive Support Systems (Tutoring, office hours, support classes, summer school).</li> <li>Progress will be monitored through the use of a data and assessment management system to track performance of subgroups or the like.</li> <li>Annual review of course and curricular offerings to ensure broad course of study.</li> </ul>	<ul style="list-style-type: none"> <li>ITCS will increase the graduation rate, as displayed on the CA Dashboard.</li> <li>90% of parents, students and teachers identify the coursework as a broad course of study on community survey.</li> <li>Annual review of course and curriculum by administration and leadership team indicate a broad course of study.</li> </ul>
<b>Category B: Pupil Outcomes</b>		
<b>PRIORITY 4: Pupil Achievement</b>	<b>Performance on standardized tests, score on the Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by EAP.</b>	
<b>Annual Goals to Achieve Priority #4</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>

<ul style="list-style-type: none"> <li>• All students will become proficient in English and Math.</li> <li>• Students perform well on formal/informal and/or core assessments.</li> <li>• Students show growth on benchmark assessments.</li> <li>• All students show growth on formal/informal assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum.</li> <li>• Regular benchmark assessments (Min 2x per year).</li> <li>• Student support structures (summer school, tutoring, differentiated instruction) to meet graduation requirements.</li> <li>• Modified lesson plans designed to support ELs and struggling students.</li> <li>• Professional development specifically to analyze results of, and create action plans for benchmark assessments and to support struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>• ITCS will increase the ELA proficiency score, as displayed on the CA Dashboard.</li> <li>• ITCS will increase the Math proficiency score, as displayed on the CA Dashboard.</li> <li>• 85% or more of students will earn a passing grade of C or above in their courses.</li> <li>• On average, 90% of students are basic or above on CCSS.</li> <li>• 90% of all subgroups score proficient or above on CCSS.</li> </ul>
<b>PRIORITY 8: Other Pupil Outcomes</b>	<b>Pupil outcomes in subject areas.</b>	
<b>Annual Goals to Achieve Priority #8</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>• All students will become proficient readers and writers of the English Language.</li> <li>• All students will become proficient in mathematical skills and content.</li> <li>• All students will become proficient in science concepts and scientific thinking.</li> <li>• All students will become proficient in social science practice and content.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum.</li> <li>• Regular benchmark assessments (Min 2x per year).</li> <li>• Student support structures (summer school, tutoring, differentiated instruction) to meet graduation requirements.</li> <li>• Modified lesson plans designed to support ELs and struggling students.</li> <li>• Professional development specifically to analyze results and create action plans for benchmark assessments and to support struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>• ITCS will increase the ELA proficiency score, as displayed on the CA Dashboard.</li> <li>• ITCS will increase the Math proficiency score, as displayed on the CA Dashboard.</li> <li>• 85% or more of students will earn a passing grade of C or above in their courses.</li> <li>• On average, 90% of students are basic or above on CCSS.</li> <li>• 90% of all subgroups score proficient or above on CCSS.</li> <li>• 90% of students will show growth on their formal/informal or core assessments for Math.</li> <li>• 90% or more of students</li> </ul>

		<p>will earn a passing grade of C or above in their math course.</p> <ul style="list-style-type: none"> <li>● 90% of students will show growth on their formal/informal or core assessments for Science</li> <li>● 90% or more of students will earn a passing grade of C or above in their science course.</li> <li>● 90% of students will show growth on their formal/informal or core assessments for social science.</li> <li>● 90% or more of students will earn a passing grade of C or above in their social science course.</li> <li>● 90% of students in identified subgroups (Hispanic, Latinos, White and Socioeconomically Disadvantaged) score basic, proficient or advanced on their CCSS test.</li> <li>● School administration yearly audit of curriculum and lesson plans show that 95% of lesson plans are aligned to CCSS and ELD standards and have support for ELs and struggling students.</li> </ul>
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**Category C: Engagement**

<b>PRIORITY 3: <i>Other Pupil Outcomes</i></b>	<b>Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special needs subgroups.</b>
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<b>Annual Goals to Achieve Priority #3</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>● Parents view themselves as a key component of the Charter School and student success.</li> <li>● Parents demonstrate high satisfaction with the Charter School’s program.</li> </ul>	<ul style="list-style-type: none"> <li>● List of differentiated opportunities for parental involvement.</li> <li>● Regular, designated times for parents to give feedback to school leadership.</li> </ul>	<ul style="list-style-type: none"> <li>● 80% of parents complete community survey.</li> <li>● Parental attendance at community events, community meetings, monthly meetings is an important factor of our school Triad model.</li> </ul>

	<ul style="list-style-type: none"> <li>Annual community survey.</li> </ul>	<ul style="list-style-type: none"> <li>90% parent satisfaction with Charter School program.</li> </ul>
<b>PRIORITY 5: Other Pupil Outcomes</b>	<b>School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation.</b>	
<b>Annual Goals to Achieve Priority #5</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>Students attend school regularly, consistently, and do not dropout.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with Advisory teacher to support student achievement.</li> <li>Support structures (one-one tutoring, small group instruction).</li> </ul>	<ul style="list-style-type: none"> <li>95% average Daily Attendance.</li> <li>Less than 5% High School Dropout Rate.</li> <li>ITCS will increase the graduation rate, as displayed on the CA Dashboard.</li> </ul>
<b>PRIORITY 6: School Climate</b>	<b>Pupil suspension rates, pupil expulsion rates, other measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness.</b>	
<b>Annual Goals to Achieve Priority #6</b>	<b>Actions to Achieve Annual Goals</b>	<b>Measurable Outcomes and Methods of Measurement</b>
<ul style="list-style-type: none"> <li>Blended-learning model at IvyTech Charter School will demonstrate respect for individual differences, self-regulation, and character values of integrity and personal ownership.</li> <li>Student suspension and expulsion rates will remain low</li> </ul>	<ul style="list-style-type: none"> <li>Administration and staff will ensure a positive learning environment is in place during class/study walkthroughs.</li> <li>Administration will facilitate trainings during staff meetings, as needed, to help teachers ensure students are engaged, feel safe, and respected.</li> <li>All parents and students will understand the school's behavior expectations and related consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Less than 5% suspensions, as displayed on the CA Dashboard.</li> <li>Less than 1% expulsions, as displayed on the CA Dashboard.</li> <li>90% of students are satisfied with IvyTech Charter School on community survey.</li> <li>90% of parents are satisfied with IvyTech Charter School on community survey.</li> </ul>

### **MEASURABLE STUDENT OUTCOMES**

A crucial part of IvyTech's school wide action plan for overall excellence is the establishment of clear academic and related goals for each student and for the Charter School, as well as clear ways to measure progress towards those goals. IvyTech will use a variety of assessments to evaluate student learning. IvyTech will review student performance data to reflect upon and make ongoing improvements as necessary to its educational

program.

### **ELEMENT 3: ASSESSMENT**

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

The Charter School affirms that its methods for measuring pupil outcomes for State Priorities, as described in Element 2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

IvyTech Charter School shall meet all statewide standards and conduct all pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards or assessments applicable to pupils in non-charter public schools. These include but are not limited to CAASPP SBAC, CAAs, CAST, ELPAC, PFT, and Common Core State Standards-based assessments. The school will certify that its pupils have participated in the statewide testing program.

IvyTech Charter School shall comply with all state assessment and accountability requirements applicable to charter schools. As the CDE makes changes within CAASPP to the instruments used and/or grade levels and subject areas assessed, the School will modify this continuum to ensure alignment to the state requirements. Such modification shall not be considered a material revision of the charter.

Any accommodations provided to students with special needs on a state standardized tests will be in accordance with the Individualized Education Program (IEP). Both special needs students and English learners may receive special testing accommodations, and will be implemented according to all rules set forth by the state for allowable accommodations.

This section contains our plan to collect, analyze, and report student achievement data to school staff and parents. In addition, ITCS intends to monitor student progress regularly through multiple measures of assessments to maintain a balanced assessment system. A data assessment system like BUZZ will help teachers monitor data and report student progress. ITCS assessments are aligned to the state standards. The goal of the assessments is to provide information for:

1. Curriculum and lesson planning to meet the special needs and interests of students.
2. The development of school-wide metric targets to meet school goals.
3. Interventions delivered by the classroom teacher in small groups.
4. Student feedback regarding their individual progress.
5. Program evaluation and accountability.
6. Students to reflect on their goals and assess their own work.
7. Professional development needs and areas of focus.
8. Communication to all stakeholders (Board of Trustees, parents, community).

Data may be used by all stakeholders to evaluate the success of the School's academic program and to inform school policies and decision-making.

***Multiple measures of academic achievement and ongoing communication of student progress at IvyTech Charter School will take the form of:***

A. Performance-Based Assessments – IvyTech Charter School implements performance-based assessments to enable students to demonstrate what they know and what they are able to do in meeting state standards. Performance-based assessments include, but are not limited to:

1. Projects, Demonstrations and Presentations: These represent a culmination of students' learning in curricular areas; they may be written, oral, dramatic, or incorporate technology and may be assessed using a rubric.
2. School-wide Calendared Assessments: Benchmarks assessments are administered at least three times per year. Additional local assessments may also be developed to measure student progress, such as school wide writing prompts and performance tasks similar to the Smarter Balanced.
3. Curricula-based Assessment: Teachers assess children regularly in reading, writing and mathematics through curricula-based assessments.
4. Teacher Created Assessments and Formative Assessments- Teachers design relevant tasks to measure understandings and mastery of classroom work. These may take the form of exit slips. The BUZZ platform provides students and teachers with real-time access to results to inform future work and instruction.
5. Student Writing – Students write in all content areas. Their written works reflect their understanding of content areas and critical thinking skills.
6. Formal Assessment Reports to Parents – Standards-based report cards will be used to measure student achievement at the end of each grading period. Students are assessed in all academic areas. Many curricular areas are assessed based on rubric scoring.
7. Student Self-assessments- Students will also assess themselves and their progress through the use of rubrics or reflections.

***Use and Reporting Of Data***

IvyTech Charter School's Data System captures all needed data about students and their performance. This data is accessible to school staff and teachers, on a moment-by-moment, day-by-day basis. In addition, this data is used for formal reporting to various stakeholders on the students', and the Charter School's instructional progress. Specifically, IvyTech Charter School provides the following:

- LMS tools: Both Parent and teachers have a variety of assessment tools to identify each student's strengths and areas of need for improvement. A key aspect to IvyTech

Charter School assessments is the detailed feedback that is provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. IvyTech Charter School also utilizes a variety of advanced data visualization tools that will provide students, parents, teachers, school administrators, institutional partners, regulators and researchers with views of how students are performing.

- Annual progress reports: At least once annually, the Charter School will account for its progress towards its performance measures to all stakeholders, including Parents/guardians, the District, the community, and the California Department of Education. The Charter School may choose to formalize this process through the review and revision of an annual Strategic Plan.
- All required reports: A School Accountability Report Card (SARC) is developed annually by IvyTech Charter School's staff with the aid of District staff, and is made available to the IvyTech Charter School's Board of Directors, parents, District staff, and (if requested or if available on-line) members of the public.
- In addition, going forward, the Local Control Accountability Plan ("LCAP") will be included in the School Quality Review (SQR) process as a tool to monitor progress towards the School's required objectives. The LCAP will be developed in accordance with the appropriate template adopted by the SBE. The LCAP will be reviewed and updated annually, and submitted to MUSD in accordance with Education Code Section 42604.22(a)(2). The Charter School intends to use the results of the SQR, including the LCAP, to improve teaching and learning for its students.



## **ELEMENT 4: GOVERNANCE**

*Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement-California Education Code Section 47605(b)(5)(D)*

### ***Parent Advisory Council***

The Charter School will ensure that parents have an opportunity to participate in governance of the Charter School through their involvement in the Charter School Advisory Council. The Charter School Advisory Council shall be composed of three parents, self-nominated and elected amongst the parent body, three teachers, self-nominated and elected amongst the teachers, and a student representative. The Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation. The Principal shall attend all Advisory Council meetings and shall report Advisory Council recommendations to the Board of Directors.

### ***Corporate Status***

The Charter School is a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute, and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix C, please find the Charter School Articles of Incorporation, Corporate Bylaws, and Conflicts Code.

### ***Governance Structure***

The Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

A selected corporate Board of Directors governs IvyTech Charter School, Inc. This Board will serve and govern the Charter School in accordance with their adopted corporate bylaws, which shall be maintained, to align with the terms of this charter and applicable law. The Board shall have up to three voting members.

In accordance with Education Code Section 47604(b), the District may appoint a non-voting representative to serve on the Board of Directors.

The Board of Directors will be responsible for the operation and fiscal affairs of IvyTech including but not limited to:

- Approval of the annual Charter School budget, calendar, salary schedules, major fundraising events, and grant writing.
- Negotiation and approval of an MOU or other contracts with the District.
- Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal).
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law.
- Long-term strategic planning for IvyTech.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Filling the position of Director, as necessary (subject to the disclosure and recusal of the employee Board Member).
- Evaluation of the Director (subject to the disclosure and recusal of the employee Board member).
- Monitoring the performance of IvyTech and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of IvyTech.
- Participation in IvyTech's independent fiscal audit.
- Participation in IvyTech's performance report to the District.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of IvyTech.
- Fundraising efforts.

IvyTech will update the District of changes to IvyTech Board of Directors through the audit process.

IvyTech's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

IvyTech shall comply with the Public Records Act.

The governance structure outlined above is designed to ensure success for IvyTech Charter School. The IvyTech Charter School Board of Directors maintains local control over the Charter School and assures that the Charter School receives input in decision making from all stakeholders: parents, staff and community members.

At the same time, the educational program, the technological infrastructure, and the day-to-day operations of the Charter School will be managed by the Charter School Director/Principal, dedicated to providing high quality professional educational services to children of all backgrounds.

IvyTech Charter School, along with the oversight and guidance of the District, created a charter school that sets new standards of excellence in the Online/Hybrid Learning school arena. This provides a stable high quality educational choice for families in Ventura County, as well as neighboring counties.

The School Director/Principal will be the leader of the school. This position will ensure that the curriculum and technology is implemented in order to maximize student-learning experiences. The administration must report directly to the Board of Directors. The administration is responsible for the orderly operation of the school, student achievement and programs, as well as the supervision of all employees at IvyTech.

The administrative duties shall include, but will not be limited to, the following:

- Provide instructional leadership to IvyTech.
- Attend meetings at the District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties.
- Supervise all employees of IvyTech; make recommendations to the Board of Directors regarding the hiring of all Charter School employees.
- Provide performance evaluations of all Charter School employees at least once annually.
- Prepare proposals of policies for adoption by the Board of Directors.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other school matters.
- Communicate with IvyTech's legal counsel.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Write applications for grants.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues periodically upon request.
- Provide all legally required financial reports to the District.
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles.
- Present quarterly financial reports to the Board of Directors.
- Provide assistance and coordination in the implementation of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings as required by law.
- Oversee student disciplinary matters.

- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend all Charter School Board meetings and attend as necessary District Board meetings.
- Site safety.
- Foster an amicable relationship between District and IvyTech and facilitate the sharing of resources between both entities.
- Establish a Communication Model to facilitate communication among all the groups within IvyTech, between IvyTech and the District, and between IvyTech and the community at large.
- Graduations.
- Develop IvyTech annual performance report and SARC.
- Present performance report to IvyTech Board and, upon review by IvyTech Board, present report to the District Board and the District Superintendent.
- Facilitate open house events.

The above duties may be delegated or contracted as approved by the Board to another employee of IvyTech or to an appropriate third party provider as allowed by applicable law.

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

*Governing Law: The qualifications to be met by individuals to be employed by the school.  
California Education Code Section 47605(b)(5)(E)*

### ***Teacher Certification***

IvyTech Charter School retains and employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These Teachers are assigned the task of teaching the core academic courses in mathematics, language arts, science, and history/social studies. The teachers are responsible for overseeing the students' academic progress, and for monitoring grading and matriculation decisions, as specified in the Charter School's operational policies.

All credentialed documents are maintained on file at all times at the Charter School office, and are available upon request for inspection by the District. All credentials follow required NCLB specifications and charter law. Highly Qualified teachers oversee the selection of curricula, lesson design and instruction in all Core subjects. Teachers will discuss the progress of students, the use of curriculum, and implementing common core standards within the personalized lesson plans with the Charter School administration to ensure alignment and quality of instruction with the CCSS.

IvyTech Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a Highly Qualified teacher, except in non-core or non-college preparatory courses and activities. All non-certificated staff will possess experience and expertise appropriate for their position within the Charter School and the Charter School's adopted personnel policies.

IvyTech will develop a comprehensive teacher recruitment policy to attract highly qualified, credentialed teachers. IvyTech recruitment strategies for employing highly qualified teachers include using established teacher credentialing services, such as EdJoin, Monster.com, and/or college employment fairs, among other generally acceptable strategies.

### ***Employee qualifications***

IvyTech Charter School has set the following experience and qualifications standards for key personnel:

- School Director/Principal - Prefer an advanced degree and a minimum 3 years management or administrative experience. A former school director or teacher is ideal. Must be technologically literate and have good communication skills. Must be able to build consensus and to inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the Charter School.

- Assistant Director/Principal (If/when needed) - Prefer an advanced degree and a minimum 2 years management or administrative experience. A former school principal or teacher is ideal. Must be technologically literate and have good communication skills. Must be able to build consensus and to inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the Charter School.
- Teaching Staff - Teachers (as defined above) will hold a California teaching credential (or other document issued by the California Commission on Teacher Credentialing) as required by state and federal law for charter schools. All teaching staff must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Teachers should demonstrate good communication skills and literate with technology. Special attention will be paid to applicants who have experience in individualized instruction. **At least one employee on staff will have experience and/or a certification in Special Education.**
- IT Manager (If/when needed) - Prefer a Bachelor's Degree in Informational Technology. At least two years experience in IT, School computer systems. Must be able to direct, plan, organize and control all functions of the Information Technology/Information Systems department. Oversee all internal help desk, support and configuration for data systems, network and voice system functionality, staff equipment, and classroom labs; escalating extended issues related to equipment either to appropriate warranty repair or service provider support. Collaborate with administration in order to secure and maintain school technology plan, and competitive bidding for voice and network service. Setup and maintenance of Directory Services or alternative for managing staff, student and guest user accounts for internal and external systems and equipment. Create, disable, and edit user accounts in accordance with employment or student status within the organization. CALPADS - Oversee all steps related to providing accurate and timely data to the state system including: data integrity and reporting, user account management, coordinating timelines and personnel resources for certification reporting periods, handling errors, reporting bugs as related to data exports from SPSIS or user created errors. Networks Provision and implement equipment and services necessary for organization's Local Area Networks to function securely and effectively for purposes of accessing external services, local file sharing, e-mail, web browsing, printing and general internet access, configuration and maintenance of IP Address assignment schema, MAC filtering, Wireless Access security and configuration, web-content filtering appliance or service, Oversee the acquisition and deployment of general maintenance, update and upgrade schedules to server, staff and student lab workstations in order optimize user productivity and minimal downtime.
- Office Manager - Preferably a Minimum of 2 years as a secretary, human resources, or clerical. Must have some knowledge or training with Registrar duties. Use of standard office equipment including microcomputers and related software applications. Correct English usage, grammar, spelling, punctuation, and vocabulary. Must have the ability to compose routine and specialized correspondence and reports using proper grammar, spelling, punctuation and vocabulary with superior proficiency. Operate standard office equipment, word processing and spreadsheet software applications. Establish and maintain effective working relationships with

others. Exercise diplomacy, tact and independent judgment. Exercise initiative and make sound decisions. Analyze situations accurately and adopt an effective course of action. Meet schedules and timelines; plan and organize work. Maintain records and prepare reports; research topics and resources for information. Work independently with little direction; follow specific directions when given. Read, interpret, apply and explain rules, regulations, policies and procedures.

### ***Staff and Teacher Training***

IvyTech Charter School provides a complete training program for teachers, the Charter School Director/Principal, and other staff who will have direct contact with students. Training topics will include the IvyTech Charter curriculum and instructional techniques. Throughout the year, IvyTech staff members have multiple opportunities to participate in professional development activities for the Charter School. Because they are working together physically in the IvyTech Charter School, the IvyTech teachers and administrator(s) may also provide their own informal ongoing professional development. Additional training in health and safety areas may be included as needed to comply with the Charter School's health and safety policies.

### ***Compensation and Benefits***

The Charter School Director and teaching staff are compensated comparably with their counterparts in traditional California public schools. The IvyTech Charter School Board of Directors has approved a salary schedule and staffing plan for the Charter School that will maximize quality while assuring the financial stability of the Charter School. Full-time employees receive benefits, including retirement benefits as described in Element 11.

## **ELEMENT 6: HEALTH AND SAFETY**

*Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237-California Education Code Section 47605(b)(5)(F)*

In order to provide safety for all students and staff, IvyTech will adopt and implement full health and safety procedures in consultation with its insurance carriers and risk management experts to create and maintain policies. They, at a minimum, address and/or include the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations or signed personal belief waivers to the extent required for enrollment in non-charter public schools. All rising 7<sup>th</sup> grade students must be immunized with pertussis (whooping cough) vaccine booster.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or it's equivalent, and/or hold current certificates in emergency response.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the Charter School will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the Charter School will maintain appropriate facility compliance documents on file.
- A policy establishing that the Charter School functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee and contractor of the Charter School submits to a criminal background check and furnishes a criminal record summary as required by Education Code Sections 44237 and 45125.1.
- A policy regarding health screenings for students, such as vision, hearing, etc.
- A policy regarding distribution of an information sheet regarding Type 2 Diabetes to 7<sup>th</sup> grade students.
- Policies regarding visitors to the Charter School facility and other school security issues.
- Requirements for employees to undergo Tuberculosis testing as required by law.
- Policies to insure the Charter School is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment.

These policies will be incorporated as appropriate into the Charter School's student and staff handbooks and are reviewed on an ongoing basis in the Charter School's staff development efforts and governing Board policies.



## **ELEMENT 7: RACIAL AND ETHNIC BALANCE**

*Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.-California Education Code Section 47605 (b)(5)(G)*

IvyTech Charter School attempts to reflect the racial and ethnic balance of the general population residing within the District. Through extensive community outreach and full disclosure about the Charter School's program, IvyTech seeks to attract those students and families who are most committed to student success in a Personalized Learning school setting. Lottery selection allows for fair and equitable selection of students in the event that more students apply than can be accommodated. Sibling preference helps committed families handle the logistics of successful participation in the Personalized Learning School.

In addition, IvyTech Charter has developed administrative procedures to ensure that the Charter School's outreach, recruitment, and enrollment procedures do not discriminate against students based on physical, mental, emotional, or learning disability or handicap. As part of that process, IvyTech Charter has provided parents with a very clear and accurate picture of the IvyTech Charter experience, so parents can make the most appropriate choices for their children.

IvyTech Charter utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts, using a variety of community and youth organizations, aid in this process.

In addition, information sessions may provide a bilingual presenter or translator when deemed necessary to be sure the attending families are accurately informed. Bilingual personnel may also be made available when families call IvyTech Charter for information, if there is sufficient need.

IvyTech Charter School will periodically review and assess the racial and ethnic balance of its student population and compare it to the balance in the District. If necessary, ITCS will adjust its recruiting strategies to work towards achieving a racial and ethnic balance reflective of the District's.

## **ELEMENT 8: ADMISSION REQUIREMENTS**

*Governing Law: Admissions requirements, if applicable. [Education Code Section 47605(b)(5)(H)]*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to attend an orientation, complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

### ***Admission Methods and Eligibility Criteria***

Through its recruitment/marketing and application guidance activities, IvyTech Charter School discloses full details about its program and encourages families to carefully consider its academic and parental involvement demands before applying.

Admissions requirements include the expectation that parents complete an orientation, all enrollment and placement activities in a timely and complete fashion. This includes signing all priority to siblings of enrolled students admitted in a previous year.

### ***Public Random Drawing***

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. All currently enrolled students
2. Currently enrolled IvyTech Charter School students

3. Siblings of currently enrolled students
4. Children of current employees or Board members of IvyTech Charter School
5. Children of former IvyTech Charter School families within 3 years
6. Children from last year's waiting list who have submitted a current enrollment packet
7. Residents of the District
8. All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in the fall of that year.

Students selected through the lottery have a specified time to sign a commitment letter to indicate the pupil will attend the Charter School. If the signed commitment letter is not returned within the allotted period of time, the Charter School will proceed to offer space to the next student on the waiting list created through the lottery process. After the Charter School year has begun, applications for enrollment will continue to be accepted and date/time stamped on a rolling basis, with students accepted for enrollment on a space-available basis.

In accordance with Education Code Section 47605 (d)(2)(C), IvyTech Charter School and the District will make every reasonable attempt to accommodate all students who wish to attend IvyTech Charter School.

## **ELEMENT 9: INDEPENDENT FINANCIAL AUDITS**

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority- California Education Code Section 47605 (b)(5)(I)*

The Charter School shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of IvyTech's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all IvyTech's receipts and expenditures for the preceding fiscal year.

### **Independent Fiscal Audit**

An annual independent fiscal audit of the books and records of IvyTech will be conducted as required under the Charter Schools Act, Education Code Section 47605(b)(5)(I) and 47605(m).

The books and records of IvyTech will be kept in accordance with generally accepted accounting principles, and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide. This shall include, but is not limited to, a review of average daily attendance claims by the Charter School. The auditor shall report back to the Audit Committee at the conclusion of the audit process.

An audit committee will select an independent auditor through a Request for Proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller's Office on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director, along with the audit committee, will review any audit exceptions or deficiencies and report to IvyTech Charter School, Inc.'s Board of Directors with recommendations for how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

## **ELEMENT 10: STUDENT SUSPENSION AND EXPULSION**

The Pupil Suspension and Expulsion Policies have been established in order to promote learning and protect the safety and well being of all students at IvyTech Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Although many of the students of IvyTech work from home, this policy is written broadly to apply as needed to IvyTech students at school-sponsored activities or at school facilities.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet, which is sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

IvyTech administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available upon request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds.
- b) while going to or coming from school.
- c) during, going to, or coming from a school-sponsored activity.

### **Enumerated Offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his/her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 7 to 12, inclusive.
16. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, when practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians



At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student.

In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### **Authority to Expel**

A student may be expelled either by the Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school, to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counselor a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences**

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. IvyTech must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished

that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit anyone of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, IvyTech must present evidence that the witness' presence is both desired by the witness and will be helpful to IvyTech. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons

can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

The Director or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel; including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a) Notice of the specific offense committed by the student.
- b) Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School IvyTech. The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:
  1. The student's name
  2. The specific expellable offense committed by the student

### **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at IvyTech. Such records shall be made available to the District upon request.

### **No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School, as the Board of Directors decision to expel shall be final.

## **Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

## **Rehabilitation Plans**

Students who are expelled from IvyTech shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to IvyTech for readmission.

## **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Board of Directors following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon IvyTech's capacity at the time the student seeks readmission.

## **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### **i. Notification of District**

IvyTech shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who IvyTech or District would be deemed to have knowledge that the student had a disability

### **ii. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **iii. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, IvyTech, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If IvyTech, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If IvyTech, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that IvyTech had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and IvyTech agree to a change of placement as part of the modification of the behavioral intervention plan.

If IvyTech, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then IvyTech may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or IvyTech believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or IvyTech, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and IvyTech agree otherwise.

v. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

The student's IEP team shall determine the student's interim alternative educational setting.

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if IvyTech had knowledge that the student was disabled before the behavior occurred.

IvyTech shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific

concerns about a pattern of behavior demonstrated by the child, directly to the Director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by IvyTech pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible



## **ELEMENT 11: RETIREMENT SYSTEMS**

*Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. -California Education Code Section 47605 (b)(5)(K)*

Certificated employees at IvyTech Charter School participate in the State Teachers' Retirement System ("STRS"). Non-certificated employees participate in the federal social security. The Charter School Director or designee is responsible for ensuring that appropriate arrangements for coverage are made. IvyTech Charter School has made appropriate arrangements with the County to ensure proper reporting, and if necessary pays the County Office a reasonable fee for the provision of such services. The County shall cooperate as necessary to forward any required payroll deductions and related data to the appropriate agencies.

## **ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. - California Education Code Section 47605 (b)(5)(L)*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend IvyTech may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## **ELEMENT 13: EMPLOYEE RETURN RIGHTS**

*Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school-California Education Code Section 47605 (b)(5)(M)*

Persons employed by IvyTech are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at IvyTech and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. IvyTech shall not have any authority to confer any rights to return on District employees. Employment by IvyTech provides no rights of employment at any other entity, including but not limited to any rights in the case of closure of IvyTech.

## **ELEMENT 14: DISPUTE RESOLUTION**

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).*

### **Disputes Between the School and the Charter-Granting Agency**

The Charter School and the District will be encouraged to attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

1. In the event of a dispute between the Charter School and the District, the employees of the Charter School agree to first frame the issue in written format and refer the issue to the Superintendent of the District and Director of the School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code 47607, IvyTech requests that this shall be specifically noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.
2. IvyTech Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the statement.
3. If this meeting fails to resolve the dispute, the Superintendent and the Director shall meet to jointly identify and agree upon a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split between the District and IvyTech. All timelines and procedures in this dispute resolution procedure may be revised if mutually agreed upon by the District and IvyTech. The Director and Superintendent may assign a designee(s) for participation herein.
4. If the dispute remains unresolved after mediation, both IvyTech and the District shall be deemed to have exhausted their administrative remedies, thus, allowing either Party to pursue any further available legal remedy under the law.

### **Internal Disputes**

Disputes arising from within IvyTech, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school, will be resolved pursuant to policies and processes developed by IvyTech.

The District will not intervene in any such internal disputes without the consent of the Board and will refer any complaints or reports regarding such disputes to the Board or the Director for resolution pursuant to Charter School policies. The District agrees not to intervene or become involved in an internal dispute unless the dispute has given the District reasonable cause to believe that a violation of this Charter or related laws or agreements or

issues of student health or safety have occurred, or unless the Board has requested the District to intervene in the dispute.

## **ELEMENT 15: COLLECTIVE BARGAINING (EERA)**

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

IvyTech Charter School will be deemed the exclusive public school employer of the employees of IvyTech Charter School for the purposes of the Educational Employment Relations Act (“EERA”). IvyTech Charter School will comply with the EERA.

## **ELEMENT 16: CLOSURE PROCEDURES**

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

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the charter school, the District, the Ventura County Office of Education, the School's SELPA, the retirement systems in which IvyTech's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the

Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

## **MISCELLANEOUS PROVISIONS**

### **A. Facilities**

*Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605(g))*

#### **IvyTech Charter School Facility**

IvyTech Charter School leases permanent office spaces for its administrative and teaching staff, as well as to serve as a resource center for the independent study program, and a learning lab for our specialized hybrid program. The school's facilities provide a well maintained and productive educational environment in which administrators, teachers, students, their parents/guardians and board members can convene. The facilities have a certificate of occupancy, are air-conditioned, heated and illuminated with fluorescent lights, provide handicapped accessible bathrooms and parking, and are fully equipped with sprinklers, evacuation routes, and other fire safety equipment which are inspected annually by VCFD. The facilities provide the necessary infrastructure to support the required staff. Should there be a need for further renovations, they will be made in compliance with applicable building and safety codes and will be completed prior to the beginning of the school year.

The IvyTech Charter School budget includes funds for leases of such facilities, estimated at current market prices. IvyTech Charter School has also included a budget provision for contracting cleaning service for its buildings. Facility maintenance is the responsibility of the commercial space provider. IvyTech Charter School facilities are located within the geographic boundaries of Ventura County and adjacent counties.

### **B. Administrative Services**

*Governing Law: The manner in which administrative services of the school are to be provided. (Education Code Section 47605(g))*

Administrative services have been provided under the professional services agreements approved by IvyTech's Board of Directors. In addition to providing an operational educational program, IvyTech manages the business aspects of the charter school, as well. Staff, with oversight and monitoring provided by the Board of Directors Treasurer, carries out all accounting and attendance services. The Charter School's staff cooperates fully with District staff in the preparation and reporting of all required data and financial information.

The District and IvyTech Charter School may enter negotiations during the MOU process to provide services. Such services will be collectively agreed upon. Neither party is obligated to provide or accept such services, but may do so by mutual agreement.

The District has provided supervisory oversight as required by law, in exchange for an oversight fee of 1%, or 3% if MUSD provides substantially rent-free facilities.

On a yearly basis (or mutually specified term between IvyTech and the District), ITCs enter into a Memorandum of Understanding (MOU) with the District which outlines the scope of its financial responsibility to the District and describes the service options from the District which the Charter School may or may not choose. The definition of which staff functions constitute District oversight will be included in the MOU.

### **C. Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g))*

As a nonprofit public benefit corporation, IvyTech Charter School has been legally independent from the District. In addition, IvyTech Charter School has maintained adequate insurance coverage to further limit liability of the District. Internal dispute processes have been put into place to decrease the incidence of legal disputes. IvyTech Charter School has retained the services of an attorney familiar with charter school legal issues to further prevent legal problems from arising.

#### **Insurance**

IvyTech Charter School obtained the following levels of insurance for the 2019-2020 school year:

- Comprehensive General Liability: \$5,000,000 per occurrence, \$5,000,000 aggregates.
- Automobile: \$1,000,000
- Excess Umbrella Liability: \$15,000,000
- Workmen's Compensation: Comply with current statutory limits in accordance with California Labor Code

The IvyTech Charter School Board of Directors has obtained a Director & Officers' Liability policy that provides \$1,000,000 in coverage. The policy binder is available upon request.

Health insurance is provided to teachers, administrators and staff as determined by the Director of IvyTech Charter School and approved by the Board of Directors. IvyTech Charter School and its vendors will continue to maintain and keep in force such insurance as Compensation, Liability and Property Damage, as will protect it from claims under Workmans Compensation Acts, and also such insurance as will protect it and IvyTech Charter School from any other claims for damages for personal injury, including death, and claims for damages to any property of IvyTech Charter School, or of the public, which may arise from operations under this Agreement, whether such operations be by IvyTech Charter School or by any subcontractor or anyone directly or indirectly employed by any of them. Insurances will also include health, general liability (including school operation, extracurricular activities and parent volunteer activities), property, and Director and Officers' liability coverage.

IvyTech Charter School's liability insurance policies name the District as an additional insured.

### **D. Budgets**

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. (Education Code Section 47605(g))*

## **Budget Development**

The Charter School Director will prepare and submit a proposed budget for each upcoming fiscal year to the IvyTech Charter School Board of Directors prior to their April meeting. The Board will review and modify the budget as needed. A revised school budget will be developed, adopted, and submitted to the District, following adoption of the State's annual budget.

## **Fiscal Year**

The fiscal year for IvyTech Charter School will be July 1 through June 30.

## **Funding Determination**

As is required of all non-classroom based programs, IvyTech Charter School submits a funding determination application to the CDE each February. Preliminary budgets are prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted, IvyTech Charter School will work with the Charter School Advisory Committee and the CDE staff to modify the budget so that the Charter School can receive full funding. Alternatively, the Charter School may modify its revenue and/or expenditure assumptions to ensure a balanced budget. The IvyTech Charter School educational program, as outlined in the Charter, is of the highest quality. IvyTech Charter School is committed to providing this full program to its students and also to ensure that funds are spent to carry out the mission of the Charter School.

## **E. Financial Reporting**

### **Financial reports**

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's

receipts and expenditures for the preceding fiscal year. IvyTech Charter School provides financial reports to the IvyTech Charter School Board of Directors. To the extent possible and practical, financial data are reported and budgets are developed in a format consistent with the State Accounting Code Structure (SACS).

### **Fiscal policies**

The IvyTech Charter School Board of Directors has created and adopted fiscal policies, including adequate internal control policies, and requires that IvyTech Charter School comply with such policies and controls. In order to insure responsible fiscal management, IvyTech Charter School has consulted with its independent auditor in developing these policies.

### **F. Responding to Inquiries**

Pursuant to Education Code section 47607, the District shall have the right to inspect or observe any part of the charter school at any time. The Charter School agrees to promptly respond to all inquiries, including requests for financial records, from the District, the County Office of Education, or the California Department of Education.

The charter school shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records, unless law prohibits disclosure to the District of any such records. The charter school shall promptly comply with District requests for inspection or copies of charter school records. The records of the charter school, including the nonprofit corporation, are public records under the Public Records Act (Government Code section 6250 et seq.).

### **G. Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

While the Charter School may help facilitate local extracurricular and recreational activities among IvyTech Charter School students and their families, the families will be responsible for providing their own transportation for these activities. If IvyTech Charter School provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent transporting students other than their own children in their car to school organized events will sign appropriate waivers/release forms and will provide proof of liability insurance to the Charter School.

## **IMPACT ON THE DISTRICT**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g))*



## **Intent**

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential civil liability effects of the Charter School on the District.

## **Civil Liability**

IvyTech Charter Schools, a California nonprofit public benefit corporation, shall operate the Charter School. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and the California Revenue and Taxation Code Section 23701d. The specific purpose for which the corporation is organized is for the operation of public charter schools for educational services.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. As stated above in the Governance section, the IvyTech Charter School, Inc.. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and its nonprofit public benefit corporation and the District shall enter into a memorandum of understanding, which shall, amongst other items, indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of IvyTech Charter School, Inc. shall provide for indemnification of IvyTech's Board of Directors, officers, agents, and employees, and IvyTech will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general liability insurance of IvyTech Charter

As stated above, recommendation of IvyTech Charter School, Inc., insurance company for schools of similar size, location, and student population will determine insurance amounts after consultation with the District. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Board of Directors of IvyTech Charter School, Inc. will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **Supervision and Oversight**

The District shall conduct supervision and oversight as required by law. The District shall receive one percent of IvyTech's revenues as defined by law for this purpose. The District and Charter School shall agree in an MOU between the parties to additional supervision

and oversight duties, processes, timelines, as well as evaluation criteria for the annual review and site visits.

# Appendix A: School Calendar

## IvyTech Charter School | 2019-2020 CALENDAR

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="background-color: #4b618c; color: white;">JULY 2019</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1 Summer School Begins</p> <p>4 Independence Day</p>	JULY 2019							S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="background-color: #4b618c; color: white;">JANUARY 2020</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> </tr> </tbody> </table> <p>1 New Year's Day</p> <p>6 School Resumes</p> <p>20 M.L. King Day</p>	JANUARY 2020							S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
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**Appendix B:**  
**WASC - Mid-Cycle Report**  
(Attached as Electronic File)

**MID-CYCLE VISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**IVYTECH CHARTER SCHOOL**

**6591 Collins Drive, Suite E-4**

**Moorpark, CA 93021**

**Moorpark Unified School District**

**April 24-25, 2017**

**Visiting Committee Members**

Phil Matero, Chairperson

YouthBuild Charter School of California

Dr. George Williams, Committee Member

Santa Paula High School

## I. Introduction

Include the following:

- **General comments about the school, its setting, and the school's analysis of student achievement data.**
- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**
- **Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.**
- **Describe the process used to prepare the progress report.**

Ivy Tech continues to serve the Moorpark and surrounding communities as the only charter school within Moorpark Unified. IvyTech Charter offers an independent study program to both middle and high school students seeking an alternative to the traditional school setting. Additionally, IvyTech is one of two schools within Moorpark Unified to offer students dual enrollment at Moorpark Community College allowing students to concurrently enroll in college course work as they complete the coursework necessary for high school graduation.

IvyTech Charter School provides its students with modern, rigorous, and relevant common core aligned curriculum that is student centered and student inspired. The school meets the needs of students in grades 7 through 12 in Ventura County and adjacent counties by providing a blended model approach. This entails online instruction in tandem with onsite support in the form of in-class instruction and/or individualized tutoring. Through a blended curriculum model, Ivy Tech emphasizes meeting the needs of individual students as they master core content and develop proficient 21st century technology skills as stated in our school-wide vision and illustrated in our school-wide learning outcomes. The school provided the VC with an analysis of their student achievement data that showed a good use of data to inform instruction and monitor student progress.

Ivy Tech has made great strides in collecting and analyzing student achievement data since the first visit in 2014. Examples include the Study Island Student Comparison Reports, the CAASPP data (which did not exist during the first visit) and a concentration on student progress towards graduation requirements. IT will need to correlate student achievement data with CAASPP results to assist in aligning curriculum. Additionally, IT should expand data collection surrounding student performance at Moorpark College in concurrent enrollment courses. This should include grades, student surveys of preparedness and surveys of Moorpark professors as to IT student performance and

preparedness in Moorpark courses.

The VC was able to observe several new programs that have been added since the last full visit. There is now a professional recording studio where students can practice and learn to produce music. The school has a hydroponics demonstration garden in the Science classroom, and most notably, IvyTech has incorporated a number of field trips into the school year. The VC heard about trips to the Museum of Tolerance, a video project that is taking place in downtown Moorpark, and 19 students recently took a trip to Washington, DC for a five-day exploration of US history.

These field trips and activities are in direct response to feedback that the school received after the first visit three years ago. These trips and activities have made a positive impact on the school community. Students reported that they feel more connected to the school and the VC observed a greater sense of school pride and connectedness.

IvyTech is a small school with a staff of seven; therefore, collaboration among teachers and staff was important in the development of follow up plans and in the writing of the WASC report. Staff reported that each member was assigned a section of the report to work on as lead, and the whole staff collaborated on the document to complete the report.

## II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.
- Note the evidence supporting the progress made and the impact made on student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.
- Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

Two critical areas for follow up were not entirely addressed at the Probationary visit one year ago. That VC provided the following two recommendations for follow up.

### **Recommendations from Probationary visit 2015-2016:**

1. The school has not yet completed the faculty/staff handbook. The Principal reported that this document is in progress. They have a draft that includes all of the legally



required information, but they are still making some decisions related to some of the adaptations that they need to make before finalizing the handbook.

Progress on this item:

The school provided the VC with a copy of the Faculty/Staff handbook that has been developed to address all of the policies and legally required information that the school needs to provide. The school has made satisfactory progress on this item. The Handbook will be approved by the Board of Directors at their next Board Meeting

2. The Visiting Committee recommends that the school use student achievement data to set and monitor LCAP goals and performance targets in state priority areas, including, but not limited to, proficiency rates by grade level and subgroups, graduation rates, English Learner progress, and other measurable outcomes.

Progress on this item:

The VC observed that the school has used student achievement data to set and monitor LCAP goals and performance targets in state priority areas. This item was satisfactorily addressed by the school.

### **Progress on Schoolwide Action Plan**

**WASC Critical Need #1** To increase collecting of student progress data that includes LMS data, state testing data and teacher rubrics on pre/post evaluations and then begin analysis of student achievement data.

Beginning with the probationary report, it was recommended that Ivy Tech begin collecting data to establish metrics in order to identify student progress, or lack thereof, towards established goals. Since that time, Ivy Tech has identified and collected a number of data points. The implementation of Study Island, enables teachers to identify and compare year-over-year data of student entry points and progression toward mastery. As more years of data are added, Ivy Tech will be able to identify trends, which will enable teachers and administration to plan, anticipate and respond to student needs. It is suggested that Ivy Tech begin to correlate this data to CAASPP results in order to better align curriculum.

At the time of the probationary report, CST's were ending and SBAC was still in the practice test phase. Since that time, Ivy Tech has begun to collect and analyze CAASPP data. While the sample size of students is small, nevertheless, this data will also assist teachers in better aligning curriculum, which is already in evidence. Ivy Tech teachers should begin studying how performance data on formative and summative evaluations correlate to CAASPP student performance results.

Study Island is a study skills program created by Edmentum that assists teachers in offering targeted and specific instruction to individual students. It provides a system for assessing student strengths and weaknesses, is aligned to Common Core standards and can help teachers measure growth over time.

Ivy Tech should identify and analyze critical student data and report such items as attendance data, credits earned per grading period, GPA, A-G completion rates as well as grades earned by students at Moorpark College. This reporting will assist in planning LCAP and keeping the Board informed as to student progress. The Board would also then have data to question administration and faculty and set performance goals for Ivy Tech. This will also help staff in setting and measuring LCAP goals.

The school provided the following items as evidence that they had addressed Action Plan Item #1:

1. Progress monitoring- IvyTech now does a graduation check each semester. The counselor meets with each family individually to review student progress, check credits and ensure students are on track to graduate. The school provided a copy of this for the VC.
2. IvyTech has worked to meet the needs of the variety of learners at the school in several ways. In 2014-15 and 2015-16 they added more rigor into the courses so that they would meet A-G requirements. At the same time, IvyTech piloted Study Island Common Core aligned Standards Mastery content and assessments to supplement the curriculum. The project based assignments incorporated to meet UC A-G standards help to add more challenging content while the Study Island lessons and assessments help to reinforce basic skills for struggling students. Study Island is a study skills program created by Edmentum that assists teachers in offering targeted and specific instruction to individual students. It provides a system for assessing student strengths and weaknesses, is aligned to Common Core standards and can help teachers measure growth over time. Study Island also has built in scaffolding and building blocks so that students can level down if they are having trouble with a concept. It also has an option for games and practice activities to help with student mastery of basic Math and English skills. This way teachers can assign additional practice for students who are struggling with particular types of content mastery. Lastly, Study Island has given IvyTech a diagnostic tool to test our students on their mastery of Common Core standards and adjust teaching as needed. The school provided Smarter Balance student data to the VC.
3. Teachers analyze the baseline data for the 2015 and 2016 Smarter Balance data sets. The information is used to guide instruction as teachers continue to work towards all curriculum tasks aligning to the Common Core.

4. In English a common core aligned rubric has been created that can be used for all writing across the curriculum. Teachers can incorporate the persuasive, informative and narrative writing practice across the subject areas.
5. Students created a web page using google sites during the 2016 Interim. This web page will serve as a student portfolio moving forward. It is designed to include a showcase of student work, particularly multimedia projects like podcasts, games created, short films as well as rubrics, reflections and links to related online materials. This portfolio will give students and families an opportunity to see growth in student work over time as students progress through school.
6. In 2017, the interim period was eliminated from the calendar. Instead of focusing resources on web page creation, IvyTech utilized Sandbox's services to teach other 21st century skills within core academic classes.

**Action Plan Goal #2** Create and approve Acceptable Use Policy (AUP), Faculty/Employee Handbook and Student/Parent Handbook.

IvyTech created an Acceptable Use Policy for Chromebooks and Kindles. They also now have a Student/Parent Handbook. Both have been created and approved. The school provided a copy of these policies to the VC. The school has also completed the Faculty/Employee Handbook.

**Action Plan Goal #3** Complete all LCAP goals and update to current year. Look over budget and update goals and % of monies to each goal. Submit current LCAP to District and County.

The school has received training in the LCAP process and reported that they will work closely with the district that authorizes the school as they develop the LCAP. They were in the process of developing their LCAP at the time of the visit.

**Action Plan Goal #4** IvyTech Charter School will bolster course offerings in order for students to meet A-G requirements and meet the rigor of the Common Core State Standards.

In 2017 IvyTech will submit for A-G approval several courses in the "G" category of electives. All submitted courses will be approved for school year 2017-2018. IvyTech has not yet applied for Laboratory Science approval because of the needed facilities to implement lab sciences. At this point students can take their lab sciences and electives at Moorpark College in order to be able to meet all A-G requirements.

### III. Commendations and Recommendations

#### A. Commendations:

- **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**
- Ivy Tech has made significant progress in becoming a data driven school noting student performance toward mastering curriculum and students demonstrating achievement.
- Parents continue to report they feel informed as to their students' progress toward meeting achievement goals and outcomes. They know how to look up their students' grades and assignments.
- The VC met with students, parents, teachers, a board member, and the school administration. Every group expressed a sincere appreciation for the role that IvyTech has in the providing a meaningful education to students who are better served by the alternative setting that the school provides.

#### B. Recommendations:

- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**
- Ivy Tech should continue to identify data points of interest/need to parents, Board, staff and students. This could be done through surveys and/or presenting what data is available.
- Ivy Tech teachers should correlate student achievement data in Study Island to performance data on CAASPP and CAST. Examples would include Benchmark data such as summative exams as they relate to the CAASPP exams and Performance Tasks. Staff should also develop Performance Tasks and embed those in their curriculum.
- Ivy Tech should measure student performance at Moorpark College both with final grades and surveys of students and Moorpark College professors.
  
- **Identify any new areas of concerns, if applicable.**
- Ivy Tech needs to continue to refine their brand and message across all social media platforms in order to retain and grow their student population. Parents report they find Ivy Tech through Google searches and word of mouth. Once they find Ivy Tech, they rely on the information provided upon the school's web site. This leads to their decision to visit the school. Once enrolled, students and parents are satisfied with the Ivy Tech concept and the faculty and credit both of these with their successes. Examples of brand messaging would include communicating a singular brand and message across Facebook, Instagram, Pinterest and Twitter.

# Appendix C: LCAP

(Attached as Electronic File)

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
IvyTech Charter School	Jacqueline Gardner, Principal	<a href="mailto:msgardner@ivytechcs.org">msgardner@ivytechcs.org</a> (805)222-5188

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The only charter school within Moorpark Unified, IvyTech Charter offers an independent study program as well as an onsite hybrid program to both middle and high school students seeking an alternative to the traditional school setting. Additionally, IvyTech offer students dual enrollment opportunities within the local community college district (Moorpark CC, Ventura CC, Oxnard CC, and Pierce CC). This opportunity allows students to concurrently enroll in college coursework as they complete the coursework necessary for high school graduation.

#### Program Description

As an independent study school, we have always incorporated an on-site component to provide a blended structure and support for our online courses. This year, we have created a Specialized Secondary Program (SSP) that incorporates a mandatory onsite component. This program was designed to help supplement our A-G independent study courses by providing hands-on labs for science, real world applications of engineering and mathematics, as well as a global context from

which to launch inquiries and investigations.

The school campus has been modified to allow for large collaboration spaces, a woodshop and a fully stocked Makerspace. These features, along with our already established professional grade recording/Broadcasting studio, are leveraged by students for exploring topics and creating work products that are evaluated as performance assessments. Students, regardless of the subgroup to which they are a member of, utilize the design thinking process as a template from which to approach the challenges of this program. Students' matriculation through this SSP is designed to fulfill all graduation requirements as well as develop their sense of grit in the face of real-world challenges.

#### IvyTech Charter School Vision Statement:

IvyTech Charter School will educate its students to have the knowledge, character, and critical skills necessary to explore and contribute to the world in positive ways. Through effective communication and inspired collaboration, IvyTech students will graduate with purpose. They will go on to cultivate action in the world that sparks both creative investigation and innovation, thereby becoming both global learners and leaders of the 21st century.

#### The Schoolwide Learning Outcomes of IvyTech Charter:

- **I**nnovative Learners
  - Who are inspired, self-directed and resilient
  - Who are able to read critically, write clearly and engage creatively
- **T**wenty-first Century Leaders
  - Who can effectively navigate 21st century information systems to investigate a variety of issues
  - Who can communicate & collaborate with others both locally and globally to solve meaningful, relevant problems

Our blended curriculum model integrates online curriculum and onsite learning. Both are rich in the use of 21st century technology tools such as: 3D printing, digital recording, blogging, podcasting, photo editing, video production and editing, and online discussion forums. IvyTech is staffed with 4 core full-time instructors and 2 elective/support instructor who offer live sessions of classes and ongoing individual advisory. As a result, IvyTech Charter School is uniquely positioned to serve students in a wide spectrum of grades and across a broad range of diversified abilities.

The campus of IvyTech Charter is comprised of two buildings located across from each other within a newly constructed business center. The school has five different classrooms, only three of which are enclosed, the other two are 'open air' classrooms which work to facilitate an open flow of students



seeking individual and small group instruction. The facility has a professional grade recording studio, video lab, woodshop, and makerspace. Each classroom is equipped with a computer, projector, sound system and whiteboard. To support student access to online curricula, the school has over 100 chromebooks for on-campus use, with a comparable number of kindles for student use at home. IvyTech has created a mobile lab with Apple Macbooks. Computers are also available for long term check-out upon administrative approval.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

After analyzing the student outcomes from the 2017-18 CAASPP exam in both mathematics and ELA, it was recognized that the school needed to modify its approach of delivering core academics for the on-site high school program. The structure and the approach of the on-site based classes were not producing the results on the CAASPP exams as were expected, based upon local benchmarking tools. In an effort to address these issues, through interviews/surveys and observations, the school identified that students were challenged to combine the skill sets necessary to be successful in a hybrid learning environment. It was determined that students needed the opportunity to acquire different types of skills that are uniquely facilitated by a combined approach that embraces the methodology and pedagogy of inquiry and project based learning.

In order to address our need to increase scores for ELA and Math along with critical thinking skills embraced by the design thinking process (which include logic, imagination, intuition, and systematic reasoning), the school facility was redesigned and repurposed to create a large makerspace to be utilized in cross-curricular instruction.

- In the 2018-19 school year IvyTech began the process of blending the content areas of Mathematics, Physical Science, Life Science, Social Sciences, and English Language Arts. In the 19-20 school year this blended model will be expanded as a set of curricula that embrace both Project and Inquiry Based Learning, along with new benchmarking tools to measure instructional effectiveness and student growth.
- The program emphasized the Design Thinking Process and measured students' success by their ability to accomplish performance based assessments. These performance tasks scaffolded off of core curriculum skills but were leveraged against student's abilities to creatively discover solutions. This approach has been fully embraced by our teaching staff in an effort to help the students develop their creativity, collaboration, communication, numeracy, and critical thinking skills in the context of real world problems and issues.
- Increase services from external providers to expand the school's ability to foster a "whole student" approach which encompasses not only academics but also social/emotional well-being and growth.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may



include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### **Greatest Progress**

Since IvyTech's enrollment in individual grade levels is below 20 students, the new accountability system, referred to as the "Dashboard" shows numerous "N/A's" for the school. However, we are proud to emphasize that we saw remarkable progress with all of our LCAP goals. The overall impact of these changes that we have seen so far are: increased student engagement and interest, increased involvement from formerly disengaged students and better work products, particularly in reading, writing, and evaluative skills.

The 2018-19 school year saw the introduction of projects that relied upon the design thinking process and real world challenges. The cohort of onsite students that matriculated through this year developed innumerable skills, including improved communication and collaboration as well as an increased ability to maintain focus in the face of adversity (namely capitalizing upon newly acquired skills to achieve a difficult task). To build upon this success, IvyTech has identified ways to strengthen this burgeoning program by examining the weekly schedule, course offerings, and external support services.

According to the 2018 Dashboard, we have increased our students' preparedness in the area of College and Career by 8.4%. We will capitalize on this growth by expanding our offerings of A-G courses.

Additionally we have significantly increased our ELA performance by a total of 18.9 points. We will continue this growth by offering ELA workshops that will have a small student to teacher ratio. This will provide additional attention and services for our unduplicated population and students with disabilities.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### **Greatest Needs**

Using the 2018 Dashboard as our metric, IvyTech identified one area in which the performance was "red" and this was the school's graduation rate. Due to the fact that IvyTech functions as an alternative education setting, the majority of the school's population consists of students that have opted out of traditional educational environments. This transfer typically occurs sometime during the 11th or 12th grade year. As these students transfer to IvyTech later in their secondary education, and since most have found the traditional setting ineffective, these individuals usually enter our program deficient of credits. IvyTech then outlines pathways for achieving graduation on time, but some are so far behind they are unable to achieve all of the credits and must complete high school as a fifth or sixth year senior, thus lowering the school's graduation rate. IvyTech has determined that the greatest need is to leverage the school's unique educational opportunities, facilities and program to attract non-traditional students at the beginning of their high school career. Additionally, IvyTech will create contained credit recovery workshops that will allow deficient students to catch up within either current status or fifth year.

An additional need is, the metrics on Mathematics scores shows that IvyTech's students are below standard and that amount reflects a decline of 18.7 points. The results of this exam was based upon the scores of 19 test takers in grades 8 & 11. Additionally, since these numbers are based upon CBEDS counts taken in October, and due to the nature of IvyTech's rolling enrollment, the school generally doesn't reach full yearly enrollment until the middle of the second semester and therefore not all of IvyTech students' scores contribute to the final score computations.

The nature of IvyTech's alternative educational program attracts a large population of families that had historically utilized a homeschool program to educate their students. These families enjoy the nontraditional approach offered at IvyTech. Often times these families hold their students back from participating in yearly standardized testing; IvyTech requires students to participate in all State testing as part of the master agreement and needs to adopt new strategies to increase participation rates.

IvyTech being new to CA Dashboard missed the November 2018 deadline for reporting. The result were areas that defaulted as "Standard Not Met" on the 2018 Dashboard:

- Basics: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey
- Access to a Broad Course of Study

Using surveys, observations, and benchmark testing it has been determined that IvyTech needs to modify its onsite schedule of classes and expand support services for ELA, Mathematics, and project completion. In addition, increase administration assistance for state reporting.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

The Fall 2018 Dashboard shows the following:

ELA: African American (1 student), Hispanic (2 students), Two or More Races(1 student), Socioeconomically Disadvantaged(2 students), and Students with Disabilities (4 students) are all subgroups with less that 11 individuals tested and therefore there is no data displayed. The White student subgroup (13 students) increased their scores by an average of 26.5 points.

Math: African American (1 student), English Learners (1 student), Hispanic (3 students), Two or More Races (1 student), Socioeconomically Disadvantaged (4 students), and Students with Disabilities (4 students) are all subgroups with less that 11 individuals tested and therefore there is no data displayed. The White student



subgroup (14 students) achieved 72 points below the average.

Due to IvyTech small population and the need for privacy, all subgroup performance is hidden. We will focus on all subgroups with regards to our math and ELA support by continuing an individualized and personalized learning plan that addresses their strengths and weaknesses.

College/Career: African American (1 student), English Learners (3 students), Homeless (3 students), Two or More Races (5 students), and Students with Disabilities (7 students) are all subgroups with less than 11 individuals tested and therefore there is no data displayed. The Hispanic (12 students) showed students being 0% prepared, Socioeconomically Disadvantaged (20 students) showed students being 10% prepared, and White student subgroup (19 students) showed students being 15.8% prepared. The score for "all students" was 10.8% prepared. Even though no performance color was provided for any subgroups, IvyTech has identified our Hispanic students as being the subgroup requiring the most amount of attention. IvyTech will introduce a Renaissance Program to acknowledge the educational achievements and outstanding contributions of our students through a process of recognition, reinforcement and reward. The aim is to improve the learning environment by helping students gain the most from their education while teaching crucial values and skills that will be beneficial outside of school. This program will also establish a scholarship fund for each IvyTech graduate to be utilized for tuition and learning material reimbursement in any post-secondary education setting. Giving all students access to this scholarship upon successful completion of high school will increase access and motivation for students from all subgroups to create a plan and pursue a pathway of personal growth after grade 12.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### **Increased or Improved services**

Based upon current enrollment projections, IvyTech Charter will educate approximately 100 students in grades 7 - 12 for the 19/20 school year. Approximately, 20% of these students will be deemed unduplicated for LCAP purposes. IvyTech will increase and/or improve services for unduplicated student as well as the population as a whole by implementing the following programs:

1. Modified on-site schedule for high school to be three consecutive full days of instruction.
2. Partnership with One Spark Academy to provide additional instruction and enrichment for Middle School (7th & 8th grade).
3. Contained workshops to offer credit recovery opportunities for students behind in credit.
4. Additional support in mathematics for all students at the algebra I level
5. Additional support in ELA for all students
6. Free onsite emotional/mental health support services for at-risk students
7. Reorganization of learning spaces to increase the opportunities for kinesthetic learning.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 1,440,303
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 274,600

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

IvyTech Charter School is operated as a not-for profit public charter school. General fund expenditures not reported on the Local Control and Accountability Plan (LCAP) are recorded under the following categories:

1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Staff Development
4. General Liability Insurance
5. Facility and Utility costs
6. Contracted instructional and administrative services
7. Other outgo including indirect costs charges

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 1,455,223

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

IvyTech Charter School will support student learning

State and/or Local Priorities addressed by this goal:

State Priorities: ALL priorities (1-8)

### Annual Measurable Outcomes

Expected	Actual
ITCS will retain, hire and appropriately assign highly-qualified teachers and staff, who continuously develop as professionals.	80% (4 out of 5) teachers will be appropriately assigned and highly-qualified. 100% of teachers will participate in professional development. (Metrics to measure progress: % of <b>appropriately-assigned NCLB teachers</b> ; % of <b>staff who participate in professional development</b> )
ITCS will provide its students with access to engaging, rigorous, and broad curriculum.	100% of students will be enrolled in a broad curriculum. The attendance rate will be 90% or higher. The expulsion rate will be 1% or lower. The suspension rate will be 1% or lower. (Metrics to measure progress: % of <b>students enrolled in broad curriculum</b> ; <b>attendance rate</b> ; <b>expulsion/suspension rate</b> , graduation rate; # of classes that implement multiple ways of learning/provide different ways to demonstrate learning; # of AP classes; # of tutoring programs offered by school; # of students involved in extracurricular activities, on-campus clubs, and/or student leadership groups; # of teachers who use multiple measures to assess student progress)
ITCS will provide access to effective instructional materials.	100% of students will have access to standards-aligned learning material. (Metric to measure progress: % of <b>students with access to effective standards-aligned learning materials</b> )
ITCS will develop and acquire relevant and rigorous performance assessments and use this data to drive instruction.	% will score proficient or higher on the ---test. 75% of teachers will participate in professional development that focuses on data analysis. (Metrics to measure progress: <b>standardized testing results</b> ; % of staff who participate in PD, # of PD opportunities that focus on data analysis)
ITCS will ensure a safe learning environment.	There will be fewer than 1 reports of unsafe conditions.



	OR 100% or higher will agree or strongly agree that the school feels safe on a survey. (Metrics to measure progress: safety reports; student and staff surveys)
ITCS will continuously update and re-evaluate school and administrative policies and handbooks.	(Metric to measure progress: student/faculty surveys)
ITCS will provide opportunities for parental involvement.	2 events will be held that involve parent participation OR 90% of parents will attend at least one school event during the year. and the school will provide 100% of parents with a parent portal that allows them to monitor their students' progress.

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ITCS students will receive instruction from <b>appropriately-assigned highly-qualified NCLB teachers</b> , who are adept at meeting the needs of all students. Instructors hold high expectations for students, while offering high levels of encouragement and support. They develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for success in school and life. These instructional activities provide flexibility so that students have the opportunity to learn in ways that are meaningful to them.	The Principal along with mentor teachers will support newer teachers with the second tiered credentialing program through the County.  Principal will also support substitute teachers with taking CSET as well as Cbest tests.  Professional development is offered to all teachers.	For all Actions \$156,862	For all Actions Items \$165,621
ITCS will provide an <b>engaging, rigorous, and broad curriculum</b> that aligns with the Common Core State Standards to ensure student readiness for a full-range of post-graduation choices. Students will have a strong foundation in English language arts, math, science and social studies. Students will be critical and creative thinkers, able to integrate and apply their knowledge, as well as their skills and interest. The school's curriculum will be coordinated across the various grades to assure continuity and cohesion.	IvyTech has redesigned the progression and administration of ELA, Social Science, Physical Science, and Life Science to be blended and cross curricular. For the first time, students have required onsite classes that involve extensive research/investigation and capitalize upon students' creativity and core curriculum skills to achieve.		

<p>ITCS will ensure <b>student engagement</b> by tracking data pertaining to attendance, suspension, and expulsion</p>	<p>Ivytech has filled the school's facilities with tools and technologies that are utilized for real world problem solving applications. Additionally, the staff has conducted an extensive study and survey of available Project Based Learning curricula to test out and select the most effective educational approaches and learning materials.</p>		
<p>ITCS will provide extracurricular and support activities to increase <b>student engagement</b> and to promote a strong school community. ITCS will provide <b>access to effective instructional materials</b> by maintaining and purchasing CCSS aligned materials.</p>	<p>The evaluation methods IvyTech had historically utilized failed to accurately gauge student preparedness for the CAASPP. Due to the testing disparity between the school's internal benchmarking metric and the State standardized test, and due to the nature of the revamped cross-curricular program, the school has developed diagnostic material that aligns both to the Common Core standards and the progression of the implemented curriculum. The school continues to search for a recognized standardized diagnostic that accurately measure the type of growth that is reinforced by the program.</p>		
<p>ITCS will develop and acquire relevant and rigorous <b>performance assessments</b>.</p>	<p>IvyTech developed benchmarking tools that correlated to the unique progression of topics presented in the blended learning approach. These tools proved to display student growth in concrete</p>		

	<p>skills, but the school is still searching for diagnostic tools that accurately measure students' soft skills growth. Additionally, the school began the vetting process for determining an appropriate assessment tool that will serve as an accurate diagnostic for the CAASSP in both Mathematics and English.</p>		
<p>ITCS teachers and administrators will <b>use and analyze data</b> to determine individual learning needs and to make modifications to instruction.</p>	<p>Each Learning Period (approximately 4 weeks) throughout the school year, the teachers and/or the administration would issue surveys to stakeholders, as well as critically analyze assessment and benchmarking data from students, to determine the effectiveness of the new instructional approaches. As a result, each Learning Period in the first semester saw new adjustments that address the concerns raised by the available data. By the time the school began the second semester, the most effective combination of educational strategies, naming conventions of courses, and scheduling structure were agreed upon and optimized to facilitate maximum engagement and provide the desired educational environment.</p>		
<p>ITCS will provide teachers with <b>professional development</b> to improve instruction.</p>	<p>IvyTech sent mentor instructors to PD conferences to gain insights into the latest educational trends. These mentors were tasked with exploring the advances in technology that could be leveraged in each</p>		



	core subject area to maximize engagement and learning. The mentors then facilitated PD workshops for the rest of the staff		
ITCS will provide a <b>safe and clean learning environment</b> .	IvyTech has put in place a badge and scanning system to keep track of students' attendance and movement around campus. This system keeps a digital record, so in addition to tracking attendance and location, a roster of students currently on-site is easily accessible in the case of an emergency.		
ITCS will continuously update and re-evaluate school and administrative <b>policies and handbooks</b> .	IvyTech has audited our bylaws and handbooks in preparation for upcoming WASC visitation and charter renewal process.		
ITCS will provide opportunities for <b>parental involvement</b> .	Staff provides yearly orientation, open house dates, and opportunities to help with field trips.		

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In the pursuit of achieving the goal of supporting student learning, ITCS researched the latest studies that promote project based learning with an inquiry/design thinking approach. The instructors then teamed up to design a curriculum progression that encouraged cross-curricular engagement which emphasized the skill sets that run parallel to one another, as outlined by the Common Core standards. In addition, the new methodology promised to promote the growth of soft skills such as leadership, professionalism, collaboration, teamwork and grit. The administration regularly checked in with teachers/facilitators to determine the effectiveness of these new approaches. The instructors would then modify and differentiate instruction in response to the shortcomings of the theorized approaches to match the educational needs of individuals in the program.

As the scope of subject matter and the skills presented expanded, ITCS purchased more equipment and material for the school's makerspace, recording studio, and collaboration spaces. Additionally, the adoption of UC approved online curricula (UC Scout, UCCI) allowed ITCS to offer students in this new program A-G

qualified credits. The program continued to evolve as the concerns of administrators, teachers, students, and parents were addressed. By the start of the second semester, an effective educational approach and set of stratagem were codified and implemented resulting in positive and predictable growth in individual learners.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of the actions taken by ITCS and the modifications made to the services provided to individual students and the program as a whole is multifaceted. Unilaterally, all students in the program functioned at an elevated level of engagement. The desire of students to work on and complete projects in creative ways, and the mental wherewithal to succeed in the face of adversity was markedly improved from the beginning of the school year to the end. The greatest metric of growth was to compare the performance of students that had been in the program all year to the students that transferred into ITCS in the second semester. The longer a student was involved in the program, the more grit they displayed and the more willing they were to attempt something new to them. Additionally, students' capacity for creative problem solving, communication and collaboration also drastically improved. This improvement was more prominent when it came to performance tasks and projects but did not necessarily translate into improved test scores on traditionally styled examinations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As the scope of courses expanded to include more skills and technologies, materials to required for project based learning ran higher than was anticipated. Additionally, some of the more technologically advanced projects required ITCS to contract with vendors to bring in experts with more advanced skill sets into the classroom as facilitators. These costs had not been part of the original budget, either.

## Stakeholder Engagement

LCAP Year: 2019-20

### Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

#### Engaging Stakeholders

IvyTech will conduct three major surveys during the school year – a parent, student, and employee survey. These surveys will be administered in the winter of each school year and gather quantitative data on school climate, academic satisfaction, safety at school, engagement and participation.

This year, the following meetings were held to inform the planning process for this LCAP/Annual Review and Analysis:

Total LCAP meetings: 3

October 22, 2018

February 22, 2019

May 23, 2019

## **Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

The top themes that emerged from the stakeholder input sessions were:

Students- more field trips, positive school environment, more electives

Families- safe school conditions, support for high-needs students, and college & career preparation instruction.

Employees- more PD on inquiry-based instruction and college and career standards, more support for high needs students.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

IvyTech Charter School will support student learning.

### State and/or Local Priorities addressed by this goal:

State Priority 1: Basic (**Conditions for Learning**)  
 State Priority 2: State Standards (**Conditions for Learning**)  
 State Priority 3: Parental Involvement (**Engagement**)  
 State Priority 4: Pupil Achievement (**Pupil Outcomes**)  
 State Priority 5: Pupil Engagement (**Engagement**)  
 State Priority 6: School Climate (**Engagement**)  
 State Priority 7: Course Outcomes (**Conditions for Learning**)  
 State Priority 8: Other Pupil Outcomes (**Pupil Outcomes**)

### Identified Need:

As IvyTech continues to improve its programs, the school has identified the need to reduce the dropout rate for each graduating cohort by providing multiple pathways towards achieving a high school diploma. Additionally, ITCS needs to solidify pathways of transition for students into the postsecondary world, whether that be higher education or career tech.

ITCS had also identified the need for all demographics of students to improve CAASSPP scores in both Mathematics and English Language Arts.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20
Graduation Rate of 4th year Seniors	The 2017-18 graduation rate was 44%	The 2018-19 graduation rate was 55%.	The expected graduation rate for the 2018-19 school year is 66%.
CAASSPP scores in Math	Math Scores 2017-18	Math Scores 2018-19	Math Scores Grade 7 Average Scale Score: 2600



	Grade 7 Average Scale Score: 2530±31 Grade 8 Average Scale Score: 2508±33 Grade 11 Average Scale Score: 2521±30	Grade 7 Average Scale Score: 2434±69 Grade 8 Average Scale Score: 2517±21 Grade 11 Average Scale Score: 2551±16	Grade 8 Average Scale Score: 2600 Grade 11 Average Scale Score: 2600
CAASSPP scores in ELA	ELA Scores 2017-18 Grade 7 Average Scale Score: 2580±21 Grade 8 Average Scale Score: 2565±44 Grade 11 Average Scale Score: 2625±34	ELA Scores 2018-19 Grade 7 Average Scale Score: 2498±49 Grade 8 Average Scale Score: 2556±27 Grade 11 Average Scale Score: 2623±25	ELA Scores Grade 7 Average Scale Score: 2600 Grade 8 Average Scale Score: 2600 Grade 11 Average Scale Score: 2600

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific

Due to the nature of ITCS' low enrollment numbers, there are no defined subgroups. Therefore, all ITCS students will receive these services.

Schoolwide

All School  
Specific Grade Span 9-12

### Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

2018-19 Actions/Services

1.1 ITCS will retain, hire and appropriately assign highly-qualified teachers and staff, who continuously develop as professionals.

2019-20 Actions/Services

1.1 ITCS will retain, hire and appropriately assign highly-qualified teachers and staff, who continuously develop as professionals.

<p>1.2 ITCS will provide its students with access to engaging, rigorous, and broad curriculum.</p> <p>1.3 ITCS will provide access to effective instructional materials.</p> <p>1.4 ITCS will develop and acquire relevant and rigorous performance assessments and use this data to drive instruction.</p> <p>1.5 ITCS will ensure a safe learning environment.</p> <p>1.6 ITCS will continuously update and re-evaluate school and administrative policies and handbooks.</p> <p>1.7 ITCS will provide opportunities for parental involvement.</p>	<p>1.2 ITCS will provide its students with access to engaging, rigorous, and broad curriculum.</p> <p>1.3 ITCS will provide access to effective instructional materials.</p> <p>1.4 ITCS will develop and acquire relevant and rigorous performance assessments and use this data to drive instruction.</p> <p>1.5 ITCS will ensure a safe learning environment.</p> <p>1.6 ITCS will continuously update and re-evaluate school and administrative policies and handbooks.</p> <p>1.7 ITCS will provide opportunities for parental involvement.</p> <p>1.8 ITCS will further develop and support alternate pathways for students to achieve a high school diploma.</p>
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**Budgeted Expenditures**

Year	2018-19	2019-20
Amount	156,862	274,600
Source	4000 - 4999	4000 - 4999 + 5830

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

**Goal 2**

Creating a greater picture for CA Dashboard and the areas deemed "Unmet"

**State and/or Local Priorities addressed by this goal:**

State Priority 1: Basic (**Conditions for Learning**)  
 State Priority 3: Parental Involvement (**Engagement**)

State Priority 4: Pupil Achievement (**Pupil Outcomes**)  
 State Priority 6: School Climate (**Engagement**)  
 State Priority 7: Course Outcomes (**Conditions for Learning**)

**Identified Need:**

ITCS needs to ensure that all data reported on the State dashboard is accurate and truly reflective of the populations served.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Dashboard Scores for Graduation Rates	N/A	Dashboard inaccurately graduation rate of 72.7%	Dashboard inaccurately graduation rate of 40.5%	66% Graduation Rate

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools  
 Specific Grade Spans 9-12

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

New

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

# Appendix D:



2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	ITCS administration will gather all relevant data and ensure that it is accurately reported on the State dashboard.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 166,211	[Add percentage here] %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Outside counseling

## **Addendum**

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	ITCS administration will gather all relevant data and ensure that it is accurately reported on the State dashboard.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 166,211	[Add percentage here] %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Outside counseling

## **Addendum**

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*



*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

#### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

#### **Goal**

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

#### **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

#### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

#### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

#### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.



**For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

#### **New/Modified/Unchanged:**

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## **Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### **Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### **Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.



## APPENDIX B: GUIDING QUESTIONS

### Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

<b>IvyTech Charter School</b>		beginning Balance		
Budget: Planning Year 2018/2019 and 2019/20		\$1,001,419.34		
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	
<b>INCOME</b>				
<b>Local Control Funding Formula Revenue</b>				
Local Control Funding Formula	\$ 724,000	\$ 750,171	\$ 738,584	
Education Protection Account	\$ 285,965	\$ 221,850	\$ 223,300	
In Lieu of Property Taxes	\$ 478,410	\$ 413,253	\$ 415,954	
<b>Local Control Funding Formula Revenue</b>	<b>\$ 1,488,375</b>	<b>\$ 1,385,274</b>	<b>\$ 1,377,838</b>	
<b>Federal Income</b>				
Special Ed - IDEA	\$ -	\$ -	\$ -	
Federal Child Nutrition	\$ -	\$ -	\$ -	
Title I (Low-Income)	\$ -	\$ -	\$ -	
Title II (Teacher Quality)	\$ -	\$ -	\$ -	
Title III (Limited English Proficiency)	\$ -	\$ -	\$ -	
Title V (Public Charter School Grant Program)	\$ -	\$ -	\$ -	
All Other Federal Revenue	\$ -	\$ -	\$ -	
<b>Federal Income</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Other State Income</b>				
Special Ed - AB602	\$ 30,000	\$ 35,190	\$ 35,420	
State Child Nutrition	\$ -	\$ -	\$ -	
Mandated Block Grant	\$ 5,337	\$ 5,842	\$ 5,870	
State Lottery	\$ 28,539	\$ 28,917	\$ 29,106	
SB740 Facility Grant	\$ -	\$ -	\$ -	
All Other State Revenues	\$ -	\$ -	\$ -	
<b>Other State Income</b>	<b>\$ 63,876</b>	<b>\$ 69,949</b>	<b>\$ 70,396</b>	
<b>Other Income-Local</b>				
Food Service Sales	\$ -	\$ -	\$ -	
Grants	\$ -	\$ -	\$ -	
Fundraising	\$ -	\$ -	\$ -	
All Other Local Revenue	\$ -	\$ -	\$ -	
<b>Other Income-Local</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL INCOME</b>	<b>\$ 1,552,251</b>	<b>\$ 1,455,223</b>	<b>\$ 1,448,234</b>	
<b>EXPENSE</b>				
<b>Certificated Salaries</b>				
Teacher Salaries	\$ 329,673	\$ 282,999	\$ 291,489	
Teacher Stipends	\$ -	\$ -	\$ -	
Certificated Aide Salaries	\$ -	\$ -	\$ -	
Certificated Administrator Salaries	\$ 164,000	\$ 185,250	\$ 190,808	
Certificated Special Ed Salaries	\$ -	\$ 10,300	\$ 10,609	
Other Certificated Salaries	\$ -	\$ -	\$ -	
<b>Certificated Salaries</b>	<b>\$ 493,673</b>	<b>\$ 478,549</b>	<b>\$ 492,905</b>	
<b>Classified Salaries</b>				
Classified Aide Salaries	\$ 123,200	\$ 129,000	\$ 132,870	
Classified Support Salaries (Maintenance, F	\$ -	\$ -	\$ -	
Classified Administrator Salaries	\$ -	\$ -	\$ -	
Clerical/Office Staff Salaries	\$ 56,581	\$ 57,147	\$ 58,861	
Classified Special Ed Salaries	\$ -	\$ -	\$ -	
Other Classified Salaries	\$ -	\$ -	\$ -	
<b>Classified Salaries</b>	<b>\$ 179,781</b>	<b>\$ 186,147</b>	<b>\$ 191,731</b>	
<b>Employee Benefits</b>				

STRS - State Teachers Retirement System	\$ 84,213	\$ 86,761	\$ 94,145
PERS - Public Employee Retirement System	\$ -	\$ -	\$ -
OASDI - Social Security	\$ 21,075	\$ 11,541	\$ 11,887
Medicare	\$ 10,107	\$ 9,638	\$ 9,927
Health Benefits	\$ 72,802	\$ 42,200	\$ 42,420
State Unemployment Insurance		\$ 332	\$ 342
Workers' Compensation			
403B	\$ -	\$ -	\$ -
Other Employee Benefits	\$ -	\$ 40,000	\$ -
<b>Employee Benefits</b>	<b>\$ 188,197</b>	<b>\$ 190,472</b>	<b>\$ 158,722</b>
<b>Books &amp; Supplies</b>			
Textbooks & Core Curriculum Materials	\$ 5,000	\$ 96,000	\$ (8,000)
Books & Other Reference Materials	\$ 89,400	\$ 90,600	\$ 92,400
Student Materials	\$ -	\$ -	\$ -
Other Supplies(Office)/Meals(4700)	\$ 40,000	\$ 40,000	\$ 40,000
Non-Capitalized Equipment (Computers, Pri	\$ 80,000	\$ 18,000	\$ 18,000
Food Expense (Student Meals)	\$ -	\$ -	\$ -
<b>Books &amp; Supplies</b>	<b>\$ 214,400</b>	<b>\$ 244,600</b>	<b>\$ 142,400</b>
<b>Services &amp; Operating Expenses</b>			
Travel and Conferences	\$ 1,200	\$ 1,800	\$ 1,800
Dues and Memberships	\$ 2,235	\$ 5,000	\$ 2,310
Insurance (Liability, D&O)	\$ 26,820	\$ 27,180	\$ 27,720
Janitorial Services	\$ 7,878	\$ 8,075	\$ 8,277
Utilities	\$ 11,514	\$ 11,802	\$ 12,097
Private Facility Lease Expense	\$ 162,332	\$ 169,863	\$ 174,110
Prop 39 Facility Fees (if applicable)	\$ -	\$ -	\$ -
Equipment Leases	\$ -	\$ -	\$ -
Repairs, Maintenance, Non-Capital Improv	\$ 35,393	\$ 20,000	\$ 19,100
Field Trips & Other Student Transportation	\$ 13,500	\$ 30,000	\$ 30,000
Marketing & Recruitment	\$ 2,480	\$ 5,000	\$ 5,000
Legal Fees	\$ 2,893	\$ 5,000	\$ 5,000
Audit Fees	\$ 8,038	\$ 12,000	\$ 12,000
Back-office Provider Fees	\$ 13,428	\$ 8,000	\$ 8,000
Instructional Consultants	\$ 2,083	\$ 5,000	\$ 5,000
Special Education Contractors	\$ -	\$ -	\$ -
Non-Instructional Consultants	\$ 3,752	\$ 2,000	\$ 2,000
Substitutes (i.e. Teachers on Reserve)	\$ -	\$ -	\$ -
Interest / Financing Fees	\$ -	\$ -	\$ -
Special Ed Encroachment / Fair Share	\$ -	\$ -	\$ -
Communications (Phone, Internet, etc.)	\$ 29,088	\$ 29,815	\$ 30,561
District Oversight Fee	\$ -	\$ -	\$ -
Other Services & Operating Expenses	\$ -	\$ -	\$ -
<b>Services &amp; Operating Expenses</b>	<b>\$ 322,634</b>	<b>\$ 340,535</b>	<b>\$ 342,974</b>
<b>TOTAL EXPENSE</b>	<b>\$ 1,398,685</b>	<b>\$ 1,440,303</b>	<b>\$ 1,328,733</b>
<b>NET INCOME</b>	<b>\$ 153,566</b>	<b>\$ 14,919</b>	<b>\$ 119,501</b>
<b>Fund Balance / Reserve</b>	<b>\$ 1,154,985</b>	<b>\$ 1,169,905</b>	<b>\$ 1,289,406</b>
<i>Reserve as % of Annual Expense</i>	<i>83%</i>	<i>81%</i>	<i>97%</i>

# Appendix D: Audit Report



Annual Financial Report  
June 30, 2019

# Ivy Tech Charter School



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**IVY TECH CHARTER SCHOOL**  
**(A California Non-Profit Public Benefit Corporation)**

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**JUNE 30, 2019**

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## INDEPENDENT AUDITOR'S REPORT

Governing Board  
Ivy Tech Charter School  
(A California Nonprofit Public Benefit Corporation)  
Moorpark, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Ivy Tech Charter School (the Charter School) (A California Nonprofit Public Benefit Corporation), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Charter School, as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated November 26, 2019, on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control over financial reporting and compliance.



Rancho Cucamonga, California  
November 26, 2019



**FINANCIAL STATEMENTS**

**IVY TECH CHARTER SCHOOL**  
**(A California Non-Profit Public Benefit Corporation)**

**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2019**

<b>ASSETS</b>		
Current Assets		
Cash and cash equivalents	\$ 1,331,341	
Accounts receivable	<u>136,513</u>	
Total Current Assets		\$ 1,467,854
Non-Current Assets		
Security deposits		36,953
Property and equipment	85,397	
Less: Accumulated depreciation	<u>(85,397)</u>	
Total Property and Equipment		-
Total Non-Current Assets		<u>36,953</u>
Total Assets		<u>\$ 1,504,807</u>
<b>LIABILITIES</b>		
Current Liabilities		
Accounts payable	\$ 176,390	
Deferred revenue	<u>43,111</u>	
Total Current Liabilities		\$ 219,501
<b>NET ASSETS</b>		
Without donor restrictions		<u>1,285,306</u>
Total Liabilities and Net Assets		<u>\$ 1,504,807</u>

The accompanying notes are an integral part of these financial statements.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2019**

<b>REVENUES</b>	
Local Control Funding Formula	\$ 1,472,108
State revenue	192,089
Local revenues	<u>1,175</u>
Total Revenue	<u>1,665,372</u>
<b>EXPENSES</b>	
Program services	
Teacher salaries and benefits	731,633
Other student services	357
Educational programs	1,325
Student supplies	70,039
Student nutrition	16,282
Special education fee	8,750
Capital outlay	<u>59,857</u>
Subtotal	<u>888,243</u>
Management and general	
Clerical salaries and benefits	180,172
Occupancy	162,332
Insurance	24,782
Operating expenses	<u>125,958</u>
Subtotal	<u>493,244</u>
Total Expenses	<u>1,381,487</u>
<b>INCREASE IN NET ASSETS</b>	283,885
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>1,001,421</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 1,285,306</u>

The accompanying notes are an integral part of these financial statements.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED JUNE 30, 2019**

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<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Increase in net assets	\$ 283,885
Adjustments to reconcile increase in net assets to net cash provided by operating activities	
Changes in operating assets and liabilities	
Increase in accounts receivable	(27,476)
Increase in deferred revenue	43,111
Increase in accounts payable	101,790
Net Cash Provided by Operating Activities	<u>401,310</u>
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	401,310
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>930,031</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 1,331,341</u>

The accompanying notes are an integral part of these financial statements.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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***NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES***

**Organization**

The Ivy Tech Charter School (the Charter School) is a non-profit public benefit corporation and was approved for a charter by the Moorpark Unified School District on March 23, 2010, for a period of five years ending in 2015. During the 2014-2015 fiscal year, the Charter renewed its petition and has been approved for an additional period of five years ending in 2020.

Charter school number authorized by the State: 1202

The Charter School located at 6591 Collins Drive, Suite D-1A, E-1, E-2, E-3, E-4, E-5, and E-6, Moorpark, California, opened on July 1, 2010, and currently serves approximately 84 students in grades seven through twelve. The Charter School is modifying and advancing the educational paradigm for the 21<sup>st</sup> century learner. Ivy Tech has taken the best aspects of the virtual classroom and a brick-and-mortar school to create what is commonly known as a "Blended Learning Model" school. The "Blended Learning Model" provides students with the opportunity to participate in a traditional classroom setting (Learning Center for Ivy Tech), a virtual classroom with online instruction, or receive assistance through social media. The teachers are equipped with the technological tools, curricula, and pedagogy to educate today's students using 21<sup>st</sup> century tools.

**Mission**

Ivy Tech Charter School's mission is to provide our students with the most modern, rigorous and relevant standards based curriculum to students in grades six through twelve, coupled with online instruction, a learning center, and virtual classrooms to all children in Ventura County and adjacent counties. This will be accomplished through a Blended curriculum model that emphasizes meeting individual students' needs for mastering the State's content standards for their grade level as well as 21<sup>st</sup> century technology skills. Students will be provided guidance and opportunities for concurrent enrollment in secondary programs.

**Other Related Entities**

**Joint Powers Agency and Risk Management Pools** - The Charter School is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of the Charter School. Additional information is presented in Note 10 to the financial statements.

**Cash and Cash Equivalents**

The Charter School considers all cash and highly liquid financial instruments with original maturities of three months or less, and which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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**Receivables and Credit Policies**

Accounts receivable consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable accounts receivable based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Accounts receivable are written off when deemed uncollectable. At June 30, 2019, the allowance was \$0.

**Property and Equipment**

Property and equipment additions over \$5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

The Charter School review the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2019.

**Net Assets**

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporarily in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. The Charter School reports contributions restricted by donors as increases in net assets with donor restrictions if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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**Revenue and Revenue Recognition**

Revenue is recognized when earned. Operating funds for the Charter School are derived principally from state and federal sources. The Charter School receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. The Charter School receives federal grants, which are paid through the California Department of Education or other federal and state agencies. Revenues related to these federal grants are recognized when qualifying expenses have been incurred and when all other grant requirements have been met. Unrestricted support given by the state is recognized as revenue when received. Any such funds received in advance are deferred to the applicable period in which the related services are performed, or expenditures are incurred, respectively.

Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give are not recognized until the conditions on which they depend have been substantially met.

**Donated Services and In-Kind Contributions**

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2019.

**Functional Allocation of Expenses**

The costs of providing the various program and supporting services have been summarized on a functional basis in the statements of activities and the statements of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The financial statements report expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses, excluding depreciation and grant disbursements are allocated on the basis of estimates of time and effort.



**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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**Income Taxes**

The Charter School is a California non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. The Charter School is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Charter School is subject to income tax on net income that is derived from business activities that are unrelated to their exempt purposes. The Charter School determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS. The Charter School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

**Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles requires the Charter School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

**Financial Instruments and Credit Risk**

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the Charter School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable and promises to give is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from Board members, governmental agencies, and foundations supportive of the Charter School's mission.

**Recent Accounting Pronouncements**

On June 21, 2018, the FASB completed its project on revenue-recognition of grants and contracts by not-for-profit entities by issuing Accounting Standards Update (ASU) No. 2018-08, *Not-for-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The amendments in the Update provide a more robust framework for determining whether a transaction should be accounted for as a contribution or as an exchange transaction.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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Specifically, the amendments in the Update:

- Clarify how a not-for-profit entity determines whether a resource provider is participating in an exchange transaction or a contribution
- Help an entity to evaluate whether contributions are conditional or unconditional by stating that a conditional contribution must have (1) a barrier that must be overcome and (2) a right of return or release of obligation
- Modify the simultaneous release option currently in generally accepted accounting principles (GAAP), which allows a not-for-profit entity to recognize a restricted contribution directly in unrestricted net assets/net assets without donor restrictions if the restriction is not in the same period that revenue is recognized.

The ASU is effective for the Charter School for the year ended June 30, 2020. Management is evaluating the impact of the adoption of this standard.

**Change in Accounting Principle**

As of July 1, 2018, the Charter School adopted the provisions of Accounting Standards Update (ASU) 2016-14, *Presentation of Financial Statements for Not-For-Profit Entities*. The provisions of the ASU replace the existing three classes of net assets with two new classes (net assets without donor restrictions and net assets with donor restrictions) and enhance the disclosure requirements for the Charter School donor restricted endowment funds and underwater endowments. The ASU introduces new disclosure requirements to provide information about what is included or excluded from the Charter School's intermediate measure of operations as well as disclosures to improve a financial statement user's ability to assess the Charter School's liquidity and exposure to risk. The ASU also introduces new reporting requirements to present expenses by both function and natural classification in a single location and to present investment returns on the statements of activities net of external and direct internal investment expenses.

The amendments should be applied on a retrospective basis; however, if presenting comparative financial statements, the ASU allows for the option to omit, for any periods presented before the period of adoption, the analysis of expenses by both natural classification and functional classification (the separate presentation of expenses by functional classification and expenses by natural classification is still required), and the disclosure about liquidity and availability of resources. The Charter School has elected not to present comparative information for these amendments.

The Charter School has adopted this standard as management believes the standard improves the usefulness and understandability of the Charter School's financial reporting.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

**Adjustments Resulting from Change in Accounting Policy**

As disclosed above, the Charter School adopted the provisions of ASU 2016-14, *Presentation of Financial Statements for Not-For-Profit Entities* as of June 30, 2019. Following is a summary of the effects of the change in accounting policy in the Charter School's June 30, 2018 financial statements.

	<u>As Previously Reported</u>	<u>Adoption of ASU 2016-14</u>	<u>As Adjusted</u>
Unrestricted	\$ 1,001,421	\$ (1,001,421)	\$ -
Net assets without donor restrictions	-	1,001,421	1,001,421

**NOTE 3 - CASH AND CASH EQUIVALENTS**

Cash and cash equivalents at June 30, 2019, consisted of the following:

	<u>Reported Amount</u>	<u>Bank Balance</u>
Deposits		
Cash on hand and in banks	<u>\$ 1,331,341</u>	<u>\$ 1,344,561</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The Charter School maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Charter School has not experienced any losses in such accounts. At June 30, 2019, the Charter School had a balance of \$1,094,561 in excess of FDIC insured limits.

**NOTE 2 - LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Cash and cash equivalents	\$ 1,331,341
Accounts receivable	136,513
	<u>\$ 1,467,854</u>

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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***NOTE 4 - ACCOUNTS RECEIVABLE***

Accounts receivable at June 30, 2019, consisted of the following:

Local Control Funding Formula	\$ 94,518
State receivable	23,453
Lottery	17,540
Local receivable	1,002
Total Accounts Receivable	<u>\$ 136,513</u>

***NOTE 5 - PROPERTY AND EQUIPMENT***

Property and equipment at June 30, 2019, consisted of the following

Computer equipment	\$ 61,397
Leasehold improvements	24,000
Subtotal	<u>85,397</u>
Less: accumulated depreciation	<u>(85,397)</u>
Total Property and Equipment	<u>\$ -</u>

***NOTE 6 - ACCOUNTS PAYABLE***

Accounts payable at June 30, 2019, consisted of the following:

Local Control Funding Formula	<u>\$ 176,390</u>
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***NOTE 7 - DEFERRED REVENUE***

Deferred revenue at June 30, 2019, consisted of the following:

Federal financial assistance	<u>\$ 43,111</u>
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**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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**NOTE 8 - OPERATING LEASE**

**6591 Collins Drive Lease**

On June 15, 2018, Ivy Tech Charter School amended its lease agreement with Moorpark Campus Plaza, LLC, a Delaware Limited Liability Company for the use of property as the school's main campus location at 6591-6593 Collins Drive, Suite D-1A, E-1, E-2, E-3, E-4, E-5, and E-6, Moorpark CA, 93021. The term of the lease will be for 7 years ending July 31, 2025. Monthly payments in the amount of \$13,810 are due on the 1<sup>st</sup> day of every month. Lease expense for 2018-2019 was \$162,332

The payments are as follows:

Repayment Year	Lease Payment
2020	\$ 169,513
2021	173,751
2022	178,094
2023	182,547
2024	187,110
2024-2025	207,803
Total	<u>\$ 1,098,818</u>

**NOTE 9 EMPLOYEE RETIREMENT SYSTEMS**

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Charter School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Charter School has no plans to withdraw from this multi-employer plan.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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The details of the plan are as follows:

**California State Teachers' Retirement System (CalSTRS)**

**Plan Description**

The Charter School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at:  
<http://www.calstrs.com/member-publications>.

**Benefits Provided**

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Charter School contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

**IVY TECH CHARTER SCHOOL**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2019**

The STRP provisions and benefits in effect at June 30, 2019, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	16.28%	16.28%
Required state contribution rate	9.828%	9.828%

**Contributions**

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2019, are presented above and the Charter School's total contributions were \$73,949.

**On Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of the Charter School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$70,809 (9.828 percent of salaries subject to CalSTRS and SB 90 contributions). Senate Bill 90 (Chapter 33, Statutes of 2019), which was signed by the Governor on June 27, 2019, appropriated for an additional 2018-2019 contribution on-behalf of school employers of \$2.2456 billion for CalSTRS and \$904 million for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

**NOTE 10 - CONTINGENCIES**

The Charter School has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2019**

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**Litigation**

The Charter School is not currently a party to any legal proceedings.

***NOTE 11 - PARTICIPATION IN JOINT POWERS AUTHORITY***

The Charter School is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation insurance and charter school liability insurance. The relationship between The Charter School and the CharterSAFE is such that the CharterSAFE is not considered a component unit of the Charter School for financial reporting purposes.

The CharterSAFE has budgeting and financial reporting requirements independent of member units and the CharterSAFE's financial statements are not presented in these financial statements; however, transactions between the CharterSAFE and the Charter School are included in these statements. Audited financial statements for the CharterSAFE were not available for fiscal year 2018-2019 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2019, the Charter School made payments of \$24,781 to CharterSAFE for services received. At June 30, 2019, the Charter School had no recorded accounts receivable or accounts payable to the CharterSAFE.

***NOTE 12 - SUBSEQUENT EVENTS***

The Charter School's management has evaluated events or transactions for potential recognition or disclosure in the financial statements from the balance sheet date through November 26, 2019, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, that would have a material impact on the current year financial statements.





**SUPPLEMENTARY INFORMATION**

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
JUNE 30, 2019**

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**ORGANIZATION**

The Ivy Tech Charter School (Charter Number 1202) was granted on March 23, 2010, by the Moorpark Unified School District and opened on July 1, 2010. The Charter School operates one school, grades seven through twelve.

**GOVERNING BOARD**

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Albert Goad	President	No Term
Steven Collazo	Secretary	No Term
Susie Goldstein	Treasurer	No Term
Geoff Frankl	Member	No Term
Daniel Novak	Member	No Term

**ADMINISTRATION**

Jacqueline Gardner	Principal
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See accompanying note to supplementary information.

**IVY TECH CHARTER SCHOOL**  
**(A California Non-Profit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**FOR THE YEAR ENDED JUNE 30, 2019**

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Seventh and eighth	13.16	16.69
Ninth through twelfth	141.43	148.51
Total Regular ADA	<u>154.59</u>	<u>165.20</u>
Classroom based ADA		
Seventh and eighth	-	-
Ninth through twelfth	-	-
Total Classroom Based ADA	<u>-</u>	<u>-</u>

The Charter School only operates a non-classroom based program.

See accompanying note to supplementary information.

**IVY TECH CHARTER SCHOOL**  
**(A California Non-Profit Public Benefit Corporation)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**FOR THE YEAR ENDED JUNE 30, 2019**

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California *Education Code* Section 46201(a) stated this schedule does not apply to independent study programs; accordingly, such schedule has not been presented.

See accompanying note to supplementary information.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2019**

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There were no adjustments to the Unaudited Actual Financial Report, which required reconciliation to the audited financial statements at June 30, 2019.

See accompanying note to supplementary information.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION  
JUNE 30, 2019**

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***NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES***

**Local Education Agency Organization Structure**

This schedule provides information about the charter school operated, members of the governing board, and members of the administration.

**Schedule of Average Daily Attendance**

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

**Schedule of Instructional Time**

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School complied with the provisions of *Education Code* Sections 46200 through 46206, if applicable.

California *Education Code* Section 46201(a) stated this schedule does not apply to non-classroom based independent study programs; accordingly, such schedule has not been presented.

**Reconciliation of Annual Financial Report with Audited Financial Statements**

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.



**INDEPENDENT AUDITOR'S REPORTS**



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Governing Board  
Ivy Tech Charter School  
(A California Nonprofit Public Benefit Corporation)  
Moorpark, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Ivy Tech Charter School (the Charter School) which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 26, 2019.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Rancho Cucamonga, California  
November 26, 2019



## INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board  
Ivy Tech Charter School  
(A California Nonprofit Public Benefit Corporation)  
Moorpark, California

### **Report on State Compliance**

We have audited Ivy Tech Charter School's (the Charter School) compliance with the types of compliance requirements as identified in the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the Charter School's State government programs as noted below for the year ended June 30, 2019.

### ***Management's Responsibility***

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

### ***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance of each of the Charter School's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

### ***Unmodified Opinion***

In our opinion, the Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2019.

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In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter School's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
<b>LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS</b>	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratio of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below
<b>SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS</b>	
California Clean Energy Jobs Act	No, see below
After/Before School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
<b>CHARTER SCHOOLS</b>	
Attendance	Yes
Mode of Instruction	No, see below
Nonclassroom-Based Instruction/Independent Study for Charter Schools	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes Classroom-Based	No, see below
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter School did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

The Charter School does not operate a before or after school program within the After School Education and Safety Program; therefore, we did not perform any related procedures.

The Charter School does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

The Charter School only offers Nonclassroom-Based Instruction; therefore, we did not perform any procedures related to Mode of Instruction and Annual Instruction Minutes Classroom-Based.

The Charter School did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

*Eide Bailly LLP*

Rancho Cucamonga, California  
November 26, 2019



**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**SUMMARY OF AUDITORS' RESULTS  
FOR THE YEAR ENDED JUNE 30, 2019**

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**FINANCIAL STATEMENTS**

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

**STATE AWARDS**

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**FINANCIAL STATEMENT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2019**

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None reported.

**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2019**

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None reported.



**IVY TECH CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2019**

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There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.