

Ivy Academia Entrepreneurial Charter School

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Dr. Caroline E. Neuhaus Wesley, Executive Director

Principal, Ivy Academia Entrepreneurial Charter School

About Our School

Ivy Academia Entrepreneurial Charter School, one of the state's top-performing public charter schools, is a unique Transitional Kindergarten to 12th grade school community offering a high quality, standards-based education with an entrepreneurial focus. What is an entrepreneurial focus? Our entrepreneurial program teaches students real world skills—including critical thinking, teamwork, tenacity, finances and money management, global literacy, environmental literacy and health literacy—that translates into business skills and commerce. Our students learn how to organize and manage an enterprise, usually a business, while successfully employing considerable initiative and overcoming risks. We focus on a rigorous curriculum, relevant activities and building positive relationships.

We are committed to working together to make sure students reach their full potential. Together - administrators, teachers, staff, students, parents and community – work together to provide our students the very best education Ivy can provide. We encourage you to stay involved and partner with us to move our school forward.

Ivy Academia Entrepreneurial Charter School is a FREE, PUBLIC Charter School that serves students in grades TK-12. We provide a rigorous, college preparatory, entrepreneurial education for your child. We are committed to small class sizes, fully credentialed teachers, individualized instruction and a focus on entrepreneurial education each and every day. We take great pride in the academic excellence and entrepreneurial program. Our students are accepted to prestigious universities such as USC, UCLA, Cal Berkeley, Harvard and Yale and are recipients of numerous academic scholarships to include the Gates Millennium Scholarship.

For over a decade, Ivy Academia has continuously provided our families and community with high quality education and innovative opportunities as a public school of choice. We accept students at every grade level and offer a continuous elementary, middle and high school education. We offer a gifted education program, honors classes and several AP classes. Students have daily instruction on relevant business practices and financial management. We invite you to give your child the opportunity to create, to innovate, to explore, and to learn as Ivy Academia Educates Our Next Generation of Entrepreneurs! Visit www.ivyacademia.com today!

Onward and Upward!

Caroline E. Neuhaus Wesley, Ed.D.

Executive Director

Contact

*Ivy Academia Entrepreneurial Charter School
7353 Valley Circle Blvd.
West Hills, CA 91304*

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About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Ramon Cortines
E-mail Address	ramon.cortines@lausd.net
Web Site	www.lausd.net

School Contact Information - Most Recent Year	
School Name	Ivy Academia Entrepreneurial Charter School
Street	7353 Valley Circle Blvd.
City, State, Zip	West Hills, Ca, 91304
Phone Number	818-716-0771
Principal	Dr. Caroline E. Neuhaus Wesley, Executive Director
E-mail Address	ivy@ivyacademia.com
Web Site	http://www.ivyacademia.com
County-District-School (CDS) Code	19647330106351

Last updated: 2/2/2016

School Description and Mission Statement - Most Recent Year

Vision

Ivy Academia will be the model of entrepreneurial education nationwide.

Mission

Supported by an active and unified community, Ivy Academia educates and empowers our students with rigorous academics and real-life entrepreneurial skills necessary to succeed in the 21st century.

Ivy Academia is a TK-12 Entrepreneurial Charter School recognizes that the education system in the United States can and should do more to prepare our young people to succeed in the rapidly evolving 21st century. Our students have a strong foundation in financial, economic, business and entrepreneurial literacy skills including global literacy, environmental literacy and healthy literacy as it pertains to entrepreneurialism. Critical thinking, problem solving, innovation and creativity have become critical in today's increasingly interconnected workforce and society.

Our school aims at educating individuals for the 21st century by enabling our students to think critically, work collaboratively, express creativity and communicate articulately by teaching the Common Core State Standards and the National Entrepreneurial Standards; to understand and internalize the responsibilities of living in a diverse society.

Ivy Academia employs a curricular approach to encourage entrepreneurial thinking and focuses on the core attributes of real entrepreneurship. Starting with students in Kindergarten and first grade, our curriculum includes an introduction to the Ivy Community by helping to understand vocabulary concepts, and processes associated with a successful community. Students will run their own student-led business.

Continuing in second grade, our students learn about being a successful citizen and about the importance of social responsibilities. By third grade our students are already learning about financial literacy and how to understand personal money-management concepts, procedures, and strategies.

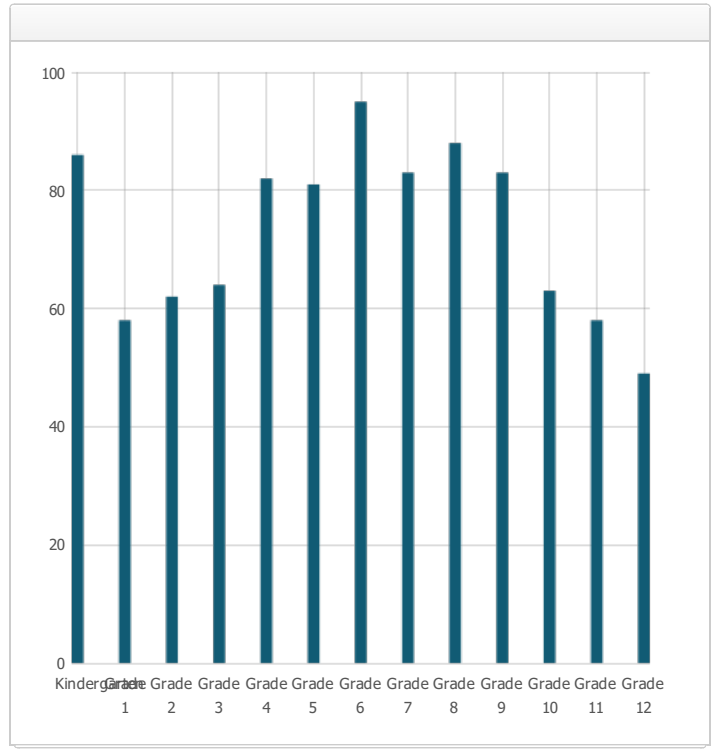
In fourth grade, our students incorporate their top business skills along with their creative and critical thinking skills by learning about marketing and customer service. They learn the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create effective marketing and advertising for middle school businesses. Our fifth grade students learn the value of real estate and the importance of investment, sales, leases, bank loans and taxes.

By the time our students reach middle and high school, they are ready to learn about true entrepreneurial responsibilities. Students in sixth through eighth grade participate in Entrepreneurial Academies where they successfully write their own Business Plan and Personnel Handbook. Students in ninth through twelfth grade participate in Entrepreneurial Strands, Introduction to Business, Business Leadership and a Senior Internship.

Last updated: 2/2/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	86
Grade 1	58
Grade 2	62
Grade 3	64
Grade 4	82
Grade 5	81
Grade 6	95
Grade 7	83
Grade 8	88
Grade 9	83
Grade 10	63
Grade 11	58
Grade 12	49
Total Enrollment	952



Last updated: 2/2/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	8.7 %
American Indian or Alaska Native	0.6 %
Asian	7.8 %
Filipino	8.5 %
Hispanic or Latino	41.1 %
Native Hawaiian or Pacific Islander	0.4 %
White	21.1 %
Two or More Races	4.7 %
Socioeconomically Disadvantaged	34.2 %
English Learners	12.7 %
Students with Disabilities	8.5 %
Foster Youth	0.6 %

Last updated: 2/2/2016

A. Conditions of Learning

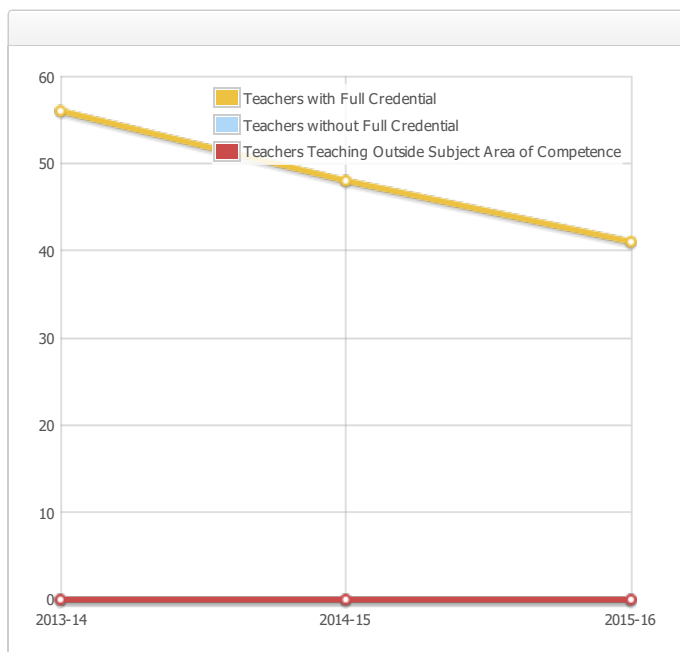
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

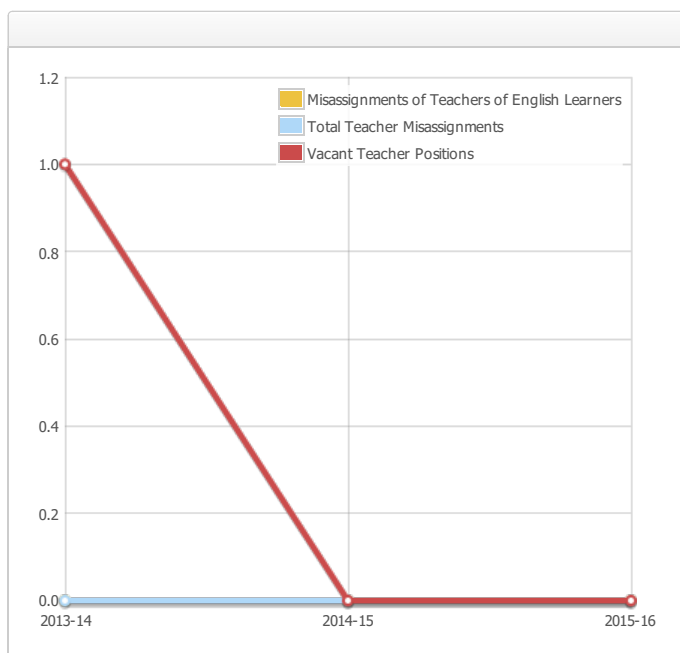
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	56	48	41	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/2/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/2/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Amblify Core Knowledge Language Arts 6-9 Holt 10-11 Prentice Hall 12 McGraw Hill	Yes	0.0 %
Mathematics	K-5 Everyday Mathematics 6-8 CA Mathematics Alg I, Geometry, Alg II - Carnegie Pre Calc, Calc - Pearson Statistics - WH Freeman & Co.	Yes	0.0 %
Science	K-3 Scott Foresman 4 McMillan-McGraw Hill 5 Harcourt Brace 6-8 Holt Earth - Prentice Hall Bio, Chem - Holt AP Chem - Carnegie	Yes	0.0 %
History-Social Science	K-2 Scott Foresman 3-5 Harcourt Braces 6-8 TCI World - Holt AP World - Glencoe MH US - McDougal Littl AP US - Wadsworth Cengage Government - Glencoe MH AP Government - Carnegie Economics - Glencoe MH	Yes	0.0 %
Foreign Language	Spanish I and II - McDougal Littl	Yes	0.0 %

Spanish III - Prentice Hall			
AP Spanish - Wiley			
Health	Prentice Hall	Yes	0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	CSTA	Yes	0.0 %

Last updated: 2/2/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Summary of Most Recent Site Inspection

Ivy Academia is housed on two campuses. The Proposition 39 Co-Location with LAUSD is Taft High School, and the facilities are maintained by LAUSD. There are 21 classrooms that are utilized by Ivy Academia. The leased facility is Valley Circle located on Shomrei Torah Synagogue. Valley Circle has 22 classrooms including one science lab, two computer-based classrooms, one computer lab, a teacher's lounge, and administrative offices. The yard includes open space and one basketball hoop. The school has access to one multipurpose room, and two chapels from the synagogue.

Last updated: 2/2/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: August 2015

Overall Rating	Good
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Last updated: 2/2/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	31.0%	25.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	64	95.5%	47.0%	33.0%	8.0%	6.0%
Male	67	35	52.2%	51.0%	34.0%	0.0%	6.0%
Female	67	29	43.3%	41.0%	31.0%	17.0%	7.0%
Black or African American	67	9	13.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	67	4	6.0%	--	--	--	--
Filipino	67	6	9.0%	--	--	--	--
Hispanic or Latino	67	18	26.9%	44.0%	33.0%	11.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	67	19	28.4%	32.0%	42.0%	11.0%	11.0%
Two or More Races	67	2	3.0%	--	--	--	--
Socioeconomically Disadvantaged	67	26	38.8%	58.0%	19.0%	12.0%	0.0%
English Learners	67	12	17.9%	50.0%	33.0%	8.0%	0.0%
Students with Disabilities	67	5	7.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	87	84	96.6%	52.0%	20.0%	13.0%	5.0%
Male	87	37	42.5%	54.0%	22.0%	5.0%	11.0%
Female	87	47	54.0%	51.0%	19.0%	19.0%	0.0%
Black or African American	87	10	11.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	87	9	10.3%	--	--	--	--
Filipino	87	8	9.2%	--	--	--	--
Hispanic or Latino	87	36	41.4%	64.0%	17.0%	14.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	87	16	18.4%	31.0%	19.0%	31.0%	6.0%
Two or More Races	87	4	4.6%	--	--	--	--
Socioeconomically Disadvantaged	87	22	25.3%	73.0%	18.0%	0.0%	0.0%
English Learners	87	11	12.6%	73.0%	18.0%	9.0%	0.0%
Students with Disabilities	87	7	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	90	81	90.0%	33.0%	16.0%	23.0%	26.0%
Male	90	42	46.7%	36.0%	12.0%	26.0%	26.0%
Female	90	39	43.3%	31.0%	21.0%	21.0%	26.0%
Black or African American	90	7	7.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	90	12	13.3%	8.0%	33.0%	33.0%	25.0%
Filipino	90	8	8.9%	--	--	--	--
Hispanic or Latino	90	31	34.4%	39.0%	6.0%	19.0%	32.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	90	20	22.2%	40.0%	20.0%	25.0%	15.0%
Two or More Races	90	3	3.3%	--	--	--	--
Socioeconomically Disadvantaged	90	24	26.7%	38.0%	21.0%	25.0%	17.0%
English Learners	90	3	3.3%	--	--	--	--
Students with Disabilities	90	5	5.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	91	94.8%	34.0%	23.0%	30.0%	8.0%
Male	96	42	43.8%	40.0%	26.0%	24.0%	2.0%
Female	96	49	51.0%	29.0%	20.0%	35.0%	12.0%
Black or African American	96	11	11.5%	45.0%	27.0%	27.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	96	3	3.1%	--	--	--	--
Filipino	96	8	8.3%	--	--	--	--
Hispanic or Latino	96	38	39.6%	45.0%	26.0%	21.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	96	24	25.0%	13.0%	29.0%	42.0%	8.0%
Two or More Races	96	4	4.2%	--	--	--	--
Socioeconomically Disadvantaged	96	30	31.3%	43.0%	27.0%	20.0%	3.0%
English Learners	96	10	10.4%	--	--	--	--
Students with Disabilities	96	6	6.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	86	97.7%	22.0%	29.0%	30.0%	14.0%
Male	88	40	45.5%	33.0%	35.0%	23.0%	8.0%
Female	88	46	52.3%	13.0%	24.0%	37.0%	20.0%
Black or African American	88	8	9.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	88	6	6.8%	--	--	--	--
Filipino	88	13	14.8%	15.0%	15.0%	62.0%	8.0%
Hispanic or Latino	88	34	38.6%	24.0%	26.0%	29.0%	15.0%
Native Hawaiian or Pacific Islander	88	1	1.1%	--	--	--	--
White	88	20	22.7%	25.0%	30.0%	15.0%	25.0%
Two or More Races	88	2	2.3%	--	--	--	--
Socioeconomically Disadvantaged	88	25	28.4%	32.0%	44.0%	12.0%	8.0%
English Learners	88	4	4.5%	--	--	--	--
Students with Disabilities	88	6	6.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	86	88.7%	21.0%	24.0%	42.0%	8.0%
Male	97	48	49.5%	23.0%	25.0%	38.0%	10.0%
Female	97	38	39.2%	18.0%	24.0%	47.0%	5.0%
Black or African American	97	8	8.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	97	5	5.2%	--	--	--	--
Filipino	97	5	5.2%	--	--	--	--
Hispanic or Latino	97	32	33.0%	25.0%	31.0%	31.0%	6.0%
Native Hawaiian or Pacific Islander	97	1	1.0%	--	--	--	--
White	97	22	22.7%	14.0%	14.0%	59.0%	14.0%
Two or More Races	97	4	4.1%	--	--	--	--
Socioeconomically Disadvantaged	97	30	30.9%	30.0%	40.0%	17.0%	7.0%
English Learners	97	4	4.1%	--	--	--	--
Students with Disabilities	97	7	7.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	49	86.0%	12.0%	29.0%	43.0%	12.0%
Male	57	24	42.1%	21.0%	25.0%	42.0%	8.0%
Female	57	25	43.9%	4.0%	32.0%	44.0%	16.0%
Black or African American	57	1	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	57	2	3.5%	--	--	--	--
Filipino	57	5	8.8%	--	--	--	--
Hispanic or Latino	57	28	49.1%	21.0%	18.0%	46.0%	11.0%
Native Hawaiian or Pacific Islander	57	1	1.8%	--	--	--	--
White	57	8	14.0%	--	--	--	--
Two or More Races	57	3	5.3%	--	--	--	--
Socioeconomically Disadvantaged	57	17	29.8%	6.0%	18.0%	53.0%	18.0%
English Learners	57	3	5.3%	--	--	--	--
Students with Disabilities	57	7	12.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	63	94.0%	41.0%	38.0%	14.0%	2.0%
Male	67	35	52.2%	49.0%	37.0%	11.0%	0.0%
Female	67	28	41.8%	32.0%	39.0%	18.0%	4.0%
Black or African American	67	9	13.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	67	4	6.0%	--	--	--	--
Filipino	67	6	9.0%	--	--	--	--
Hispanic or Latino	67	18	26.9%	33.0%	50.0%	6.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	67	18	26.9%	22.0%	50.0%	22.0%	6.0%
Two or More Races	67	2	3.0%	--	--	--	--
Socioeconomically Disadvantaged	67	25	37.3%	56.0%	24.0%	12.0%	0.0%
English Learners	67	12	17.9%	42.0%	42.0%	8.0%	0.0%
Students with Disabilities	67	5	7.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	87	83	95.4%	31.0%	40.0%	17.0%	8.0%
Male	87	37	42.5%	32.0%	32.0%	22.0%	11.0%
Female	87	46	52.9%	30.0%	46.0%	13.0%	7.0%
Black or African American	87	10	11.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	87	9	10.3%	--	--	--	--
Filipino	87	8	9.2%	--	--	--	--
Hispanic or Latino	87	35	40.2%	49.0%	34.0%	11.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	87	16	18.4%	19.0%	25.0%	25.0%	25.0%
Two or More Races	87	4	4.6%	--	--	--	--
Socioeconomically Disadvantaged	87	21	24.1%	52.0%	33.0%	5.0%	0.0%
English Learners	87	11	12.6%	45.0%	45.0%	9.0%	0.0%
Students with Disabilities	87	7	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	90	82	91.1%	24.0%	29.0%	21.0%	20.0%
Male	90	43	47.8%	16.0%	35.0%	14.0%	28.0%
Female	90	39	43.3%	33.0%	23.0%	28.0%	10.0%
Black or African American	90	7	7.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	90	12	13.3%	0.0%	50.0%	8.0%	33.0%
Filipino	90	8	8.9%	--	--	--	--
Hispanic or Latino	90	31	34.4%	23.0%	26.0%	23.0%	23.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	90	20	22.2%	40.0%	25.0%	25.0%	5.0%
Two or More Races	90	4	4.4%	--	--	--	--
Socioeconomically Disadvantaged	90	25	27.8%	24.0%	36.0%	16.0%	12.0%
English Learners	90	4	4.4%	--	--	--	--
Students with Disabilities	90	5	5.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	91	94.8%	36.0%	30.0%	19.0%	11.0%
Male	96	42	43.8%	38.0%	43.0%	10.0%	7.0%
Female	96	49	51.0%	35.0%	18.0%	27.0%	14.0%
Black or African American	96	11	11.5%	73.0%	18.0%	0.0%	9.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	96	3	3.1%	--	--	--	--
Filipino	96	8	8.3%	--	--	--	--
Hispanic or Latino	96	38	39.6%	45.0%	32.0%	13.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	96	24	25.0%	25.0%	29.0%	21.0%	21.0%
Two or More Races	96	4	4.2%	--	--	--	--
Socioeconomically Disadvantaged	96	30	31.3%	47.0%	37.0%	10.0%	3.0%
English Learners	96	10	10.4%	--	--	--	--
Students with Disabilities	96	6	6.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	87	98.9%	31.0%	24.0%	29.0%	13.0%
Male	88	40	45.5%	35.0%	28.0%	28.0%	10.0%
Female	88	47	53.4%	28.0%	21.0%	30.0%	15.0%
Black or African American	88	8	9.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	88	6	6.8%	--	--	--	--
Filipino	88	13	14.8%	15.0%	23.0%	46.0%	15.0%
Hispanic or Latino	88	35	39.8%	37.0%	20.0%	26.0%	9.0%
Native Hawaiian or Pacific Islander	88	1	1.1%	--	--	--	--
White	88	20	22.7%	25.0%	30.0%	25.0%	20.0%
Two or More Races	88	2	2.3%	--	--	--	--
Socioeconomically Disadvantaged	88	25	28.4%	40.0%	36.0%	16.0%	4.0%
English Learners	88	4	4.5%	--	--	--	--
Students with Disabilities	88	7	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
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- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	85	87.6%	45.0%	22.0%	16.0%	14.0%
Male	97	48	49.5%	44.0%	19.0%	21.0%	15.0%
Female	97	37	38.1%	46.0%	27.0%	11.0%	14.0%
Black or African American	97	8	8.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	97	5	5.2%	--	--	--	--
Filipino	97	5	5.2%	--	--	--	--
Hispanic or Latino	97	32	33.0%	53.0%	22.0%	19.0%	3.0%
Native Hawaiian or Pacific Islander	97	1	1.0%	--	--	--	--
White	97	22	22.7%	27.0%	18.0%	18.0%	36.0%
Two or More Races	97	3	3.1%	--	--	--	--
Socioeconomically Disadvantaged	97	29	29.9%	66.0%	21.0%	10.0%	0.0%
English Learners	97	4	4.1%	--	--	--	--
Students with Disabilities	97	7	7.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	49	86.0%	49.0%	20.0%	27.0%	2.0%
Male	57	24	42.1%	50.0%	29.0%	17.0%	0.0%
Female	57	25	43.9%	48.0%	12.0%	36.0%	4.0%
Black or African American	57	1	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	57	2	3.5%	--	--	--	--
Filipino	57	5	8.8%	--	--	--	--
Hispanic or Latino	57	28	49.1%	46.0%	18.0%	36.0%	0.0%
Native Hawaiian or Pacific Islander	57	1	1.8%	--	--	--	--
White	57	8	14.0%	--	--	--	--
Two or More Races	57	3	5.3%	--	--	--	--
Socioeconomically Disadvantaged	57	17	29.8%	24.0%	35.0%	35.0%	0.0%
English Learners	57	3	5.3%	--	--	--	--
Students with Disabilities	57	7	12.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/2/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	60.0%	54.0%	57.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46.0%
All Students at the School	57.0%
Male	62.0%
Female	52.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	58.0%
Filipino	--
Hispanic or Latino	51.0%
Native Hawaiian or Pacific Islander	--
White	62.0%
Two or More Races	--
Socioeconomically Disadvantaged	42.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

Career Technical Education Programs (School Year 2014-15)

Ivy Academia is an entrepreneurial charter school. In grades TK-5, students participate in Ivy Community weekly which includes student-run businesses to include preparing products for sale, marketing and advertising, selling, buying and determining profit and loss. In grades 6-8, students continue with Ivy Community weekly but expand the business to include writing a business plan, a personnel handbook, hiring and paying employees and taxes. There are additional opportunities for students to learn specifics about entrepreneurialism through in-depth courses or academies on topics like business ethics, environmental impacts and social relevance. In grades 9-12, students participate in E-Academy weekly which includes preparation of businesses and in-depth courses on topics like business law, global awareness and global economy. In addition, students in grades 9-12 take Introduction to Business, Business Leadership and Senior Internships.

The most important aspect of Ivy Academia's entrepreneurial education is that the National Entrepreneurial Standards are integrated every day in every lesson in grades TK-12. The E-standards are integrated with the California Content Standards/Common Core State Standards so that every lesson uses the lens of entrepreneurialism. The measurable outcomes of this program include student grades in Ivy Community, student grades on E projects, competition in events like Project Echo, judging at the annual E Convention, and completion and judging of the Senior Intern Projects. Since the E-standards are taught daily, all students benefit from the concepts of themes of entrepreneurialism to include goal setting and future planning.

Last updated: 2/2/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/2/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	90.1%

State Priority: Other Pupil Outcomes

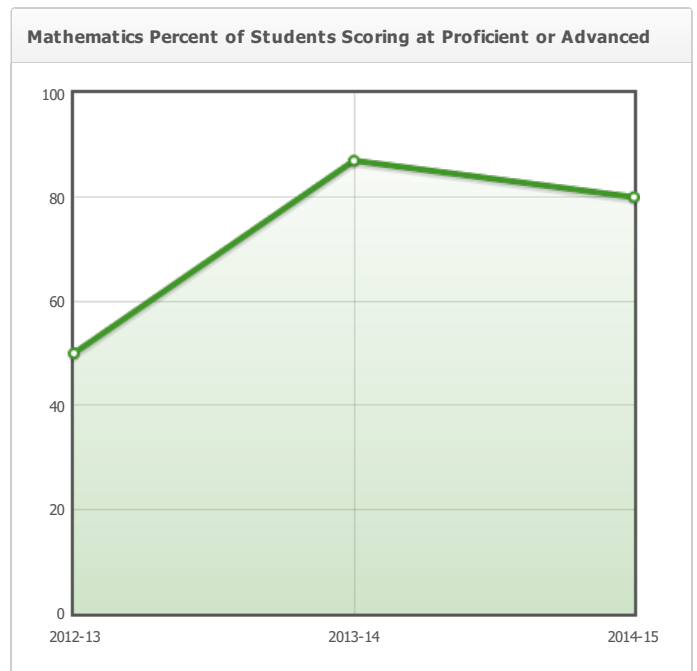
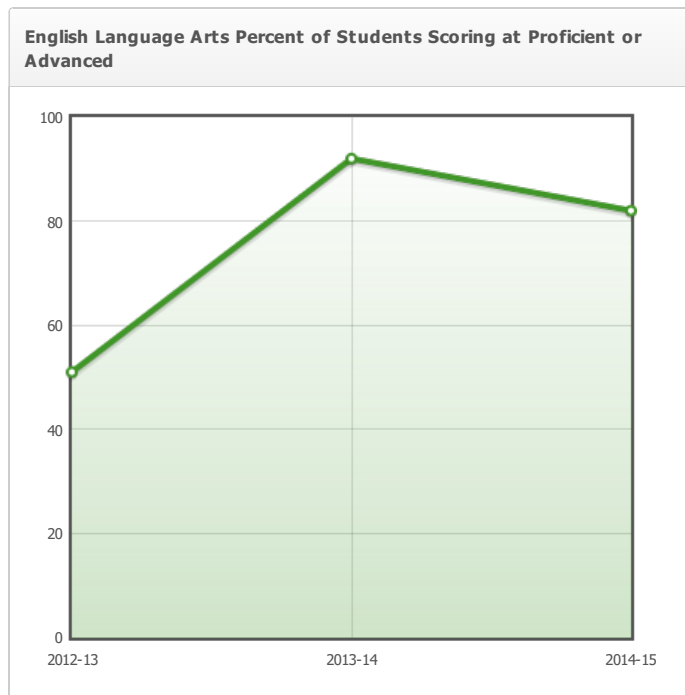
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	51.0%	92.0%	82.0%	49.0%	47.0%	49.0%	57.0%	56.0%	58.0%
Mathematics	50.0%	87.0%	80.0%	54.0%	56.0%	53.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/2/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	18.0%	42.0%	40.0%	20.0%	45.0%	35.0%
All Students at the School	18.0%	42.0%	40.0%	20.0%	45.0%	35.0%
Male	67.0%	24.0%	10.0%	76.0%	14.0%	10.0%
Female	41.0%	31.0%	28.0%	56.0%	36.0%	8.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	55.0%	21.0%	24.0%	82.0%	18.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	55.0%	36.0%	9.0%	45.0%	27.0%	27.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	50.0%	33.0%	17.0%	73.0%	20.0%	7.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.0%	29.6%	33.3%
7	11.6%	31.4%	17.4%
9	20.7%	23.2%	13.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/2/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Ivy Academia Charter School recognizes that, when schools and parents form strong partnerships, the student's potential for educational success improves significantly. Parents learn the scope of their school's instructional program and set high expectations for their children. As a result, schools can better focus on student growth and success. Ivy Academia supports a variety of parent-involvement programs that enable the school to involve parents in a broad range of roles.

Ivy Academia Will...Provide parents with strategies and techniques for assisting their children with learning activities through our Parent Meetings and Trainings. Host a variety of school-based organizations like IPLG (Ivy Parent Leadership Group), SSC (School Site Council), and ELAC (English Language Acquisition Committee). Prepare parents to actively participate in school decision-making and develop their leadership skills through opportunities like working collaboratively on the Charter, LCAP and WASC.

The Parents/Guardians Will...Actively participate in parent/teacher conferences, parent-involved activities, and parent education opportunities. Work on school projects, fundraising efforts and events, and coordinate these efforts with administration. Complete and return all necessary school forms and documents in a timely manner. Attend Welcome To School meeting, E-Convention, Open House, Back to School Night. Volunteer a minimum of 25 hours each year per family, (40 hours if you have more than one child) by participating in one or more of the following: "Round Robin" morning drop off and/or afternoon pickup of children, lunch times, recess times, field trips, before-school early arrivals, contacting other parents for meetings, adult workshops (parents teaching other parents), hosting activities; or by being involved with one or more of Ivy Academia's committees or teams, such as LCAP, facilities, fundraising, transportation, technology, social and parent education events, school beautification, in-class support as an educator aide, outside research in support of special school projects.

State Priority: Pupil Engagement

Last updated: 2/2/2016

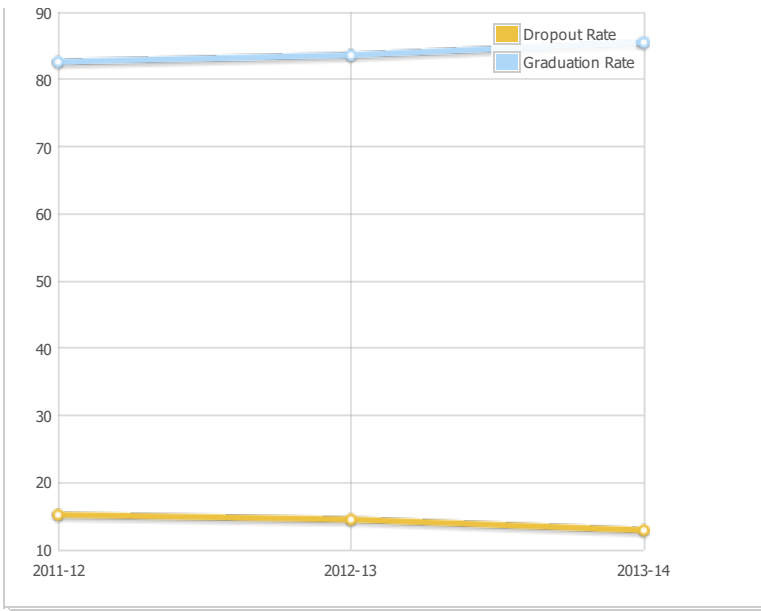
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	15.2%	14.5%	12.9%	20.3%	17.2%	17.4%	13.1%	11.4%	11.5%
Graduation Rate	82.60	83.60	85.50	66.60	68.10	70.20	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/2/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	93	88	84
Black or African American	0	86	76
American Indian or Alaska Native	100	87	78
Asian	0	94	92
Filipino	94	92	96
Hispanic or Latino	0	88	81
Native Hawaiian or Pacific Islander	86	92	83
White	88	91	89
Two or More Races	86	92	82
Socioeconomically Disadvantaged	87	89	81
English Learners	94	32	50
Students with Disabilities	92	74	61
Foster Youth	--	--	--

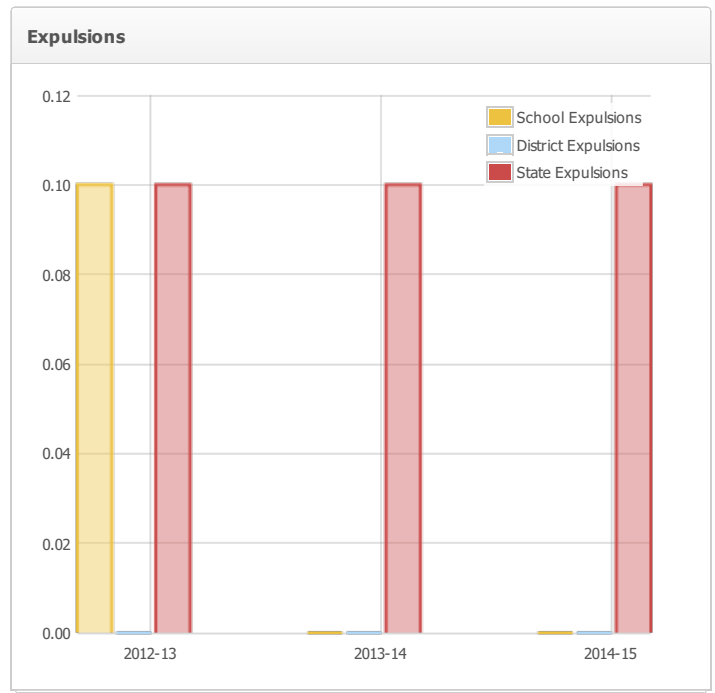
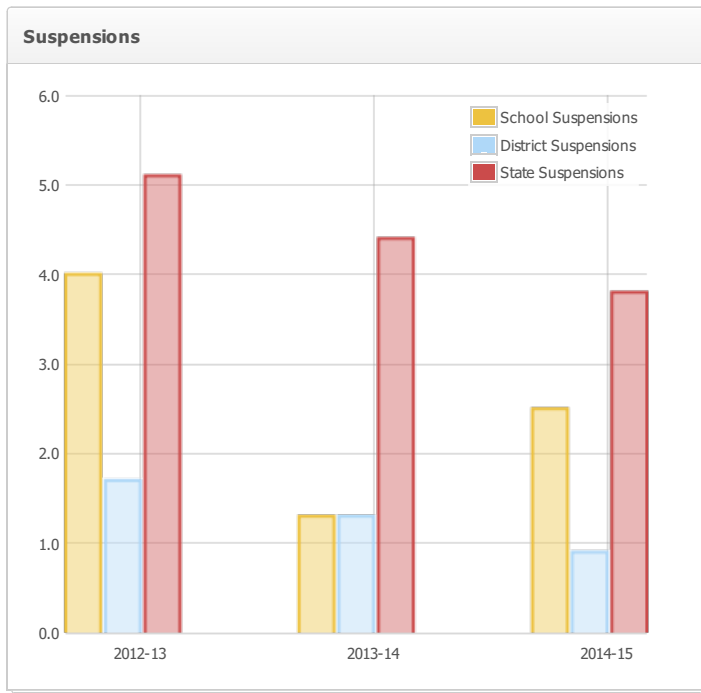
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.0	1.3	2.5	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/2/2016

School Safety Plan - Most Recent Year

Ivy Academia maintains and trains on a Comprehensive School Safety Plan. The Comprehensive School Safety Plan was reviewed with teachers at the site specific staff meeting in August 2014 and reviewed periodically during the year. The teachers and staff are provided a copy of the Comprehensive School Safety Plan. The key elements of the plan include coordination with schools and other agencies, emergency preparedness and responsibilities, staff assignments, emergency drills, emergency communication, immediate response and emergency operations. Ivy Academia participates in monthly drills to include preparedness for fire, earthquake, lockdown, windstorm, chemical spills and intruder.

Last updated: 2/2/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	No	
Met Percent Proficient - Mathematics	N/A	No	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	Yes	N/A	

Last updated: 2/2/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 5
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

Last updated: 2/2/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	0	4	0	23.0	0	4	0	23.0	0	4	0
1	21.0	0	4	0	21.0	0	4	0	18.6	0	3	0
2	21.0	0	4	0	20.0	0	4	0	20.3	0	3	0
3	24.0	0	4	0	25.0	0	4	0	21.6	0	3	0
4	26.0	0	4	0	27.0	0	4	0	27.0	0	3	0
5	24.0	0	4	0	21.0	0	4	0	27.0	0	3	0
6	19.0	0	4	0	23.0	0	4	0	23.5	0	4	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/2/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	11	2	0	19.0	17	6	0	20.0	3	2	0
Mathematics	21.0	10	6	0	20.0	13	8	0	20.0	10	6	0
Science	22.0	11	8	0	22.0	10	8	0	22.0	7	7	0
Social Science	22.0	9	10	0	21.0	10	7	0	21.0	4	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/2/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	250.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/2/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7399.0	\$1676.0	\$5723.0	\$63553.0
District	N/A	N/A	\$0.0	\$68881.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/3/2016

Types of Services Funded (Fiscal Year 2014-15)

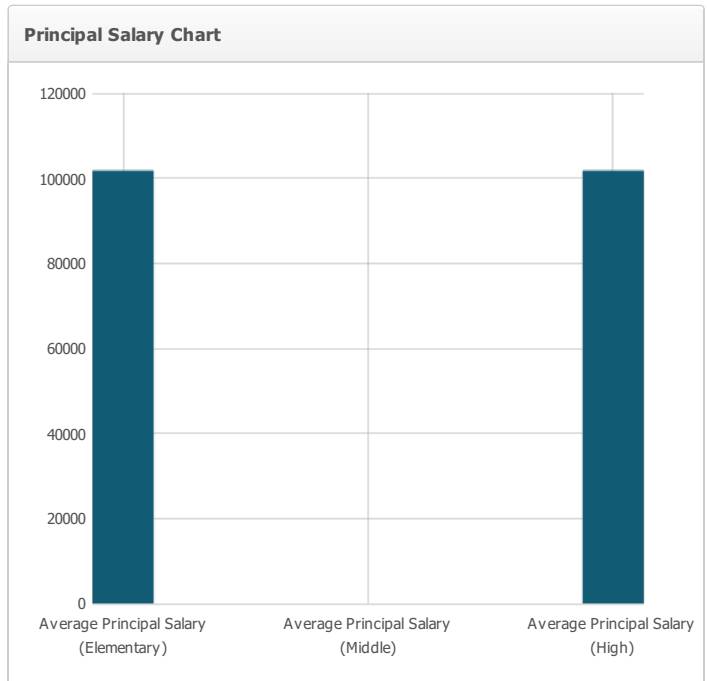
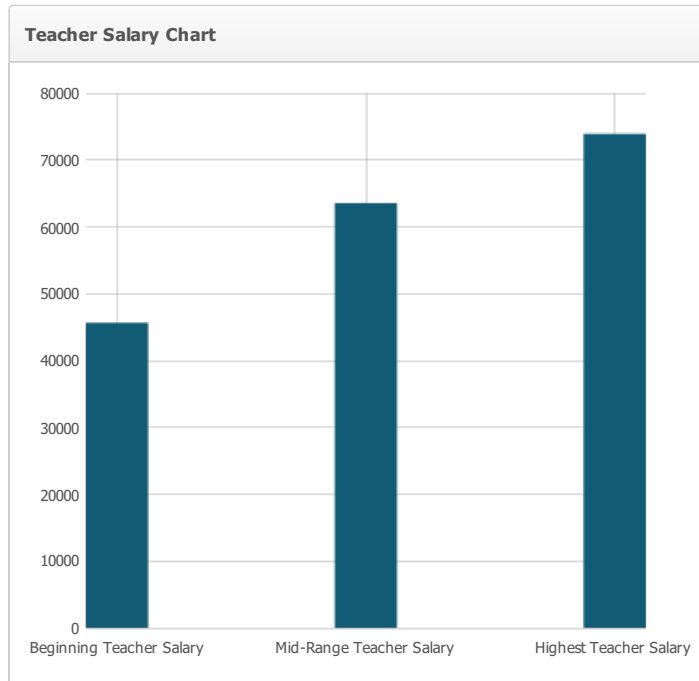
Ivy Academia is in Program Improvement, Year 2. The Title I K-12 program at Ivy Academia has been designed to improve the educational performance of targeted at risk students. The students are identified for the program based on their performance on state testing, Quarterly Benchmarks, Quarterly Universal Assessments, Grades, and Teacher Recommendation. The program is designed to reach all students who are struggling and in need of academic assistance. The students receive extra academic support in small groups guided by a teacher or paraprofessional during the school day. The students are frequently assessed and have their results monitored to determine if they need to remain or exit the program through a process called Progress Monitoring. In addition, the parent involvement component is critical in assuring that parents know their rights and are encouraged to play in active role in their child's academic success.

Last updated: 2/2/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,637	\$43,165
Mid-Range Teacher Salary	\$63,553	\$68,574
Highest Teacher Salary	\$73,900	\$89,146
Average Principal Salary (Elementary)	\$101,800	\$111,129
Average Principal Salary (Middle)	\$	\$116,569
Average Principal Salary (High)	\$101,800	\$127,448
Superintendent Salary	\$155,000	\$234,382
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 2/3/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	7	5.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 2/2/2016

Professional Development – Most Recent Three Years

Professional Development is a key element in assuring the highest level of teacher effectiveness. For five years, the staff meets once a month for two hours in a TK-12 Professional Development in addition to monthly staff and monthly department or grade level meetings. In addition, there are seven full day Professional Development days. The primary areas of focus are data analysis, lesson design and accommodations, common core alignment, entrepreneurialism, differentiation of instruction and long-term planning. In addition, some of our staff have attended the California Charter Schools Association conference, Association of California School Administrators trainings, and Entrepreneurial Education Forum. Most of the training occur after-school or during non-student days and are monitored through agendas, sign-in sheets, and individual goal setting with a supervisor. Our teachers are implementing the Charlotte Danielson: A Framework for Teaching as the evaluation process for the 21st Century which will improve the instruction for our students.

Last updated: 2/2/2016