



International Studies
Language Academy
Charter Petition

Submitted to
Glendale Unified
School District

On
October 6, 2015

International Studies Language Academy

Table of Contents

Affirmations.....	1
Introduction.....	3
Mission	3
Vision	3
Core Values.....	3
Development Team and Founding Board	5
Affiliation with International Studies Charter School	10
Community Need	10
Goodwill Provisions	15
Element 1: Description of the Educational Program.....	16
A. Who Will the Proposed Charter School Educate?	16
B. What it Means for a Student to Be an Educated Person in the 21st Century	18
C. Educational Design Research - How Learning Best Occurs	22
D. Enabling Self-Motivated, Competent, and Lifelong Learners.....	28
E. Description of Learning Environment	29
F. Educational Design and Instructional Strategies.....	35
G. Educationally Disadvantaged Student Populations.....	41
H. Curriculum and Instructional Materials.....	66
I. Transferability of Courses and Parent Notification.....	82
J. Teacher Professional Development	83
K. Local Control and Accountability Plan (LCAP)	86
Element 2: Measurable Pupil Outcomes.....	88
A. Measurable Goals of the Educational Program	88
B. Accountability for Student Progress	104
C. Benchmarks to be Met.....	104
Element 3: Methods for Measuring Outcomes.....	105
A. Assessment Strategies	105

B. State Mandated Test Assurances	106
C. Student Progress Reporting and Analysis of Progress	106
Element 4: Governance Structure	108
A. Organizational Structure	108
B. Board Composition.....	108
C. Ensuring Stakeholder Involvement	113
D. ByLaws and Articles of Incorporation	115
ARTICLES OF INCORPORATION	116
BYLAWS	119
E. Assurances: Brown Act, Conflict of Interest Code, Request for Public Records Policy, and the Whistleblower Policy	131
CONFLICT OF INTEREST CODE.....	132
REQUEST FOR PUBLIC RECORDS POLICY.....	136
WHISTLEBLOWER POLICY	138
F. Grievance Process for Parents and Students	141
PUPIL FEES POLICY	142
STATEMENT OF NON-DISCRIMINATION, ANTI-BULLYING, AND ANTI-HARASSMENT	146
UNIFORM COMPLAINT PROCEDURE.....	148
UNIFORM COMPLAINT PROCEDURE ANNUAL NOTICE	154
WILLIAMS ACT CLASSROOM NOTICE	156
Element 5: Employee Qualifications	158
A. Staff Selection	158
B. Performance Evaluations	162
C. Assurances and Background Checks	163
D. Key Personnel Qualifications	164
Element 6: Health and Safety of Pupils and Staff	182
A. Health and Safety Policies	182
B. Site Compliance: Workplace Safety and Wellbeing.....	185
C. Health and Safety Plan	186
The Family Educational Rights and Privacy Act	191

CONDITIONS FOR CLASSROOM AND SCHOOL VISITATION AND REMOVAL POLICY ..	193
Element 7: Racial and Ethnic Balance	196
Element 8: Admission Requirements	198
A. Assurances	198
B. Application Process	199
C. Random Public Lottery	200
Element 9: Financial Audits	203
Element 10: Pupil Suspension and Expulsion.....	205
Element 11: Employee Retirement Systems.....	221
Element 12: Public School Attendance Alternatives.....	222
Element 13: Employee Return Rights.....	223
Element 14: Dispute Resolution	224
Element 15: Exclusive Public School Employer	226
Element 16: School Closure Procedures	227
Additional Required Information	230
Facilities	230
Budget and Financial Reporting	232
A. Budget	232
B. Financial Reporting.....	232
C. Insurance	232
Administrative Services	234
Potential Civil Liability Effects.....	236
Letter of Support - International Studies Charter High School, Miami, Florida.....	237
Letter of Support – Consulate General of France	238
Letter of Support – Consulate General of Italy	239
Letter of Support – Consulate General of Spain	240
Letter of Interest – Turner Agassi Fund.....	240
Works Cited	242

Affirmations

The proposed Charter School will follow any and all federal, state, and local laws and regulations that apply to the proposed Charter School, including but not limited to:

- A. The proposed Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code § 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools pursuant to Education Code § 47605(c)(1).
- B. The proposed Charter School shall be deemed the exclusive public school employer of the employees of the proposed Charter School for purposes of the Educational Employment Relations Act pursuant to Education Code § 47605(b)(5)(O).
- C. The proposed Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations pursuant to Education Code § 47605(d)(1).
- D. The proposed Charter School shall not charge tuition pursuant to Education Code § 47605(d)(1).
- E. The proposed Charter School shall admit all students who wish to attend the proposed Charter School, and who submit a timely application; unless the proposed Charter School receives a greater number of applications than there are spaces for students, in which case admission shall be determined through a public random drawing process. Except as required by Education Code § 47605(d)(2), admission to the proposed 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 § 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the proposed Charter School in accordance with Education Code § 47605(d)(2)(C) pursuant to Education Code § 47605(d)(2)(A)-(B).
- F. The proposed Charter School shall not discriminate on the basis of the characteristics listed in Education Code § 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 Penal Code § 422.55 or association with an individual who has any of the aforementioned characteristics) pursuant to Education Code § 47605(d)(1).
- G. The proposed Charter School shall adhere to all provisions of Federal law related to students with disabilities including, but not limited to, Section 504 of the

Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- H. The proposed Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary pursuant to Title 5 California Code of Regulations § 11967.5.1(f)(5)(C).
- I. The proposed Charter School shall ensure that teachers of the proposed Charter School possess a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to possess. As expressly permitted by statute, flexibility may be given to noncore, noncollege preparatory teachers pursuant to California Education Code § 47605(l).
- J. The proposed Charter School shall maintain necessary and appropriate insurance coverage.
- K. The proposed 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 § 47612.5(a)(1)(A)-(D).
- L. If a pupil is expelled or leaves the proposed Charter School without completing the school year for any reason, the proposed Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information pursuant to California Education Code § 47605(d)(3).
- M. The proposed Charter School shall maintain accurate and contemporaneous written records that document pupil attendance and make these records available for audit and inspection pursuant to California Education Code § 47612.5(a).
- N. The proposed Charter School shall on a regular basis consult with its parents and teachers regarding the proposed Charter School's education programs pursuant to California Education Code § 47605(c).
- O. The proposed Charter School shall comply with any jurisdictional limitations to locations of its facilities pursuant to California Education Code § 47605-47605.1
- P. The proposed Charter School shall comply with laws establishing the minimum and maximum age for public school enrollment pursuant to California Education Code §§ 47612(b), 47610.
- Q. The proposed Charter School shall comply with applicable portions of the No Child Left Behind Act.
- R. The proposed Charter School shall comply with the Public Records Act.
- S. The proposed Charter School shall comply with the Family Educational Rights and Privacy Act.

- T. The proposed Charter School shall comply with the Ralph M. Brown Act.
- U. The proposed Charter School shall meet or exceed the legally required minimum of school days pursuant to Title 5 California Code of Regulations § 11960.

Introduction

The development committee for International Studies Language Academy (ISLA) respectfully submits this charter petition to Glendale Unified School District (GUSD) for a five-year charter term to establish a grades K-8 international studies elementary and college preparatory middle school program from July 1, 2016 through June 30, 2021, that will serve students from the diverse population of primarily the southern and western areas of Glendale, California.

ISLA's development team was formed due to the growing success and popularity for elementary two-way dual language immersion programs in Glendale, the increases in the waiting lists for the immersion programs in Glendale, particularly in Spanish, and the scarcity of immersion middle school option for continuing French, Italian and German immersion students in Glendale. The team is a parent-led group working with educators, outside consultants, and in collaboration with the International Studies Charter School in Miami, Florida. Together they have embarked on creating an educational option in Glendale that focuses on world language acquisition alongside high academic standards.

Mission

The mission of ISLA is to ensure high-level academics in core subjects and language acquisition for all students regardless of their socio-economic status or English language proficiency to promote global competence, college preparedness, and career readiness.

Vision

The vision of ISLA is to be recognized as a top-ranked learning community that develops lifelong learners who are prepared to succeed in a global society.

Core Values

ISLA will achieve the mission and vision by offering a diverse environment rich in cultural exchange and united by the common purpose of learning world languages, local and international awareness, understanding other cultures and exploring different ways of thinking as described in the holistic approach to core values as detailed below:

- **Dual-Language Immersion and Language Acquisition.** ISLA will strive to offer multiple language, two-way dual language immersion programs in grades K-5, and high-level immersion and entry-level language acquisition programs starting in

grade 6, enabling students to take part in an immersion language program regardless of their level of fluency. The two-way dual language immersion programs will target a range of learners, including language majority and language minority learners to participate in subject-matter driven language programs that aim for academic achievement, bilingual/biliterate development and increased cultural proficiency.

- **Core Knowledge and Skills.** ISLA students will acquire and develop the knowledge and skills that will enable future academic success. It is expected that every student will proceed onto high school and then enter and graduate from a college, university and/or conservatory. ISLA’s curriculum is designed to prepare students for a future that demands self-assurance, flexibility, and creativity as well as the ability to demonstrate proficiency of core academic knowledge.
- **Diversity in Learning.** ISLA promotes the idea that “intelligence is diverse” and will support students’ multiple intelligences and learning styles. Moreover, students are encouraged to develop self-discovery and self-worth, in order to gain social and emotional success. ISLA will also strive to create a community that truly reflects and embraces the ethnic, racial, linguistic, and socioeconomic diversity of Glendale.
- **Community Service.** Integral to the development of students is fostering social consciousness through active service in the community in a positive and long-lasting way and to find their identity in society and community, as well as fulfill their rights and responsibilities as citizens.
- **Small Learning Community.** Achieving the mission depends equally upon establishing a school community in which everyone shares these values and therefore, a deep commitment to one another’s success. ISLA’s school community mission is not to develop schools within a school, but one community of well-educated language learners.
- **Global Citizenship.** By creating a firm foundation of knowledge and skills, students’ horizons can be expanded to cultivate true global citizens: educated, aware, responsible, open-minded, well-rounded individuals prepared to thrive in an increasingly interconnected world. World languages have become a necessity for “global competence” — the ability to use a language beyond the classroom, in

the workforce and in social settings. The idea of global competence encompasses sensitivity, respect and understanding of other cultural perspectives. Moreover, global competence includes sensitivity to maintaining the Earth in an ecologically responsible way.

Development Team and Founding Board

ISLA is being founded by a passionate group of professional parents with experience in education, development, communications, legal, finance, human resources, and foreign diplomatic services, in conjunction with expert guidance from consultant contributors who have the capacity to open and smoothly operate dual language/immersion programs and charter schools.

Educators involved in these efforts include:

David Calvo - Contributor. Committed to the ideals of equitable public education, David Calvo is a student-focused educator who has served the needs of diverse student populations for over two decades. Entering public education as a teacher's assistant, Calvo has since been the principal to four schools - three of which he founded. His relentless public education reform pursuits, including authoring numerous charters and grants, have yielded improved educational opportunities for children and families in Florida, Nevada, and California. From presenting at conferences to evaluating programs with SACS and WASC to serving as a peer reviewer for federal and state competitions, he has participated in varying capacities with local, state, and national education agencies. A believer of civic and social responsibility, Calvo serves the State of Florida through a senate-confirmed-gubernatorial appointment to the Florida Department of Health's Board of Opticianry. He serves the City of Los Angeles through an appointment to Rampart Division's Community Police Advisory Board (C-PAB) and as Treasurer to the MacArthur Park Neighborhood Council. Calvo possesses educator licenses in California, Florida, and Nevada and nursing licenses in California and Florida. He is a native Spanish speaker and speaks basic French. He previously held a Florida Notary Public commission and a Florida Mortgage Broker license.

Raul Gomez - Contributor. Raul Gomez is currently teaching at Franklin Elementary as a third grade Spanish Dual Immersion teacher. He is in his fifth year teaching at Franklin, two years at the first grade level and the third year at the third grade level. Prior to coming to Glendale, he worked at the middle school level for 11 years. That experience includes sixth grade Math and Science Core and sixth grade Language Arts and Social Studies Core. In addition, he has experience working with GATE, Language Learners and newcomer students. Raul's training spans language acquisition strategies to GATE

strategies. He acquired his master's degree from Harvard University, Graduate School of Education, and his Bachelor's Degree and Teaching Credential from California State University, Dominguez Hills.

Philip Wolfson - Phil Wolfson is a Special Education Program Administrator supporting seven Green Dot high schools and middle schools. He has been with Green Dot Public Schools since 2008, during which he contributed to creating Green Dot's special education models and support systems while launching the special education program for the Locke High School transformation. Phil started his educational career with LAUSD in 1992 and spent 11 years at Graham Elementary as a general education and special education teacher. Phil has extensive experience supporting schools with professional development, program development, compliance monitoring and support, behavior consultation, and RtI systems training and implementation. He has also served as a mentor teacher, university support provider, and taught graduate-level special education courses at California State University, Los Angeles. He is studying Italian. Phil earned a B.A. degree from Occidental College and an M.A. degree in Special Education from California State University, Los Angeles. He also possesses General Education and Special Education teaching credentials and an Administrator's credential in the State of California.

Rich Boccia - Rich Boccia has more than thirty years of experience as a professional educator. He began his career as a kindergarten teacher and advanced through the system as a principal at every level and district administrator. He recently retired as a Superintendent of Schools. Rich is most proud of the work that his team accomplished with the Pasadena Unified School District by securing the authorization of International Baccalaureate Program status at three levels - primary years, middle years and the diploma program. Rich has a B.A. degree in Elementary Education/Psychology from Syracuse University, and an M.A. degree in Administration in Education from California State University, Los Angeles.

Reggie Sellards, Ed.D. - Dr. Regula Sellards was born in Switzerland where she taught middle school and adult education for more than 10 years. She has a broad range of experience in management, client relations, team building, development of and instructing effective training and education programs for company processes and operations. For the past eight years, she has worked as a consultant to school administrators and has trained school personnel. She is a native German speaker and also speaks French, Italian, and Spanish. Recently, she completed her doctorate in the

Alpha class at Brandman (Chapman) University's revolutionary Ed.D. program in Organizational Leadership. Reggie also holds an MBA degree from San Francisco State University.

Simona Montanari, Ph.D. - Simona Montanari, Ph.D., is an Associate Professor in the Department of Child and Family Studies at California State University, Los Angeles. She has been published in the Journal of Child Language, Bilingualism: Language and Cognition, and International Journal of Bilingualism, among others. Dr. Montanari has also been involved in the creation and implementation of the first public Italian/English dual language program in the Glendale Unified School District, and has been studying its educational outcomes since its launch in 2009. She has designed common-core-standards-aligned curricula for GUSD's Italian/English, French/English and German/English dual language programs. Simona is fluent in Italian, English, Spanish, and French and speaks German. She received a Ph.D. degree in Linguistics from the University of Southern California specializing in early multilingual development.

Guendalina Ajello Mahler, Ph.D. - Guendalina Ajello Mahler grew up in Italy, where she attended both English and Italian schools. At the age of 15, she moved to Switzerland and enrolled in a French lycée despite knowing just a few words of the language. The experience made her a lifelong supporter of multilingual education, and of the International Baccalaureate (she completed the Diploma Program after returning to Rome). She is fluent in English, French, and Italian. Today she is an art historian with a Ph.D. from the Institute of Fine Arts at New York University. She writes and lectures about Renaissance architecture and culture as an affiliate of the University of California, Los Angeles Center for Medieval and Renaissance Studies, and consults on Italian archives for the University of California, Los Angeles Library.

Development Professionals involved in these efforts:

Gillian Bonacci - In 2009, Gillian Bonacci co-founded the Benjamin Franklin Elementary Foundation, and served as its President until 2014, where she was responsible to the stakeholders for financial stewardship and communications planning for the Foundation. During that time, the Foundation raised over \$1.25 million dollars for Franklin, including a \$1 million Proposition 84 Urban Greening Grant that she co-wrote to transform the Franklin campus into a model of sustainability and conservation. At Franklin, she also served on the PTA Board, the School Site Council, the District Magnet Advisory Committee, the Franklin Magnet Advisory Committee, and the Superintendent's Special Task Force for Franklin and coordinated the Amity Interns Program. She has been a

Marketing and Communications Director in the nonprofit and financial services industries for over 13 years. She is also studying Italian. She has a B.S. degree from Northeastern University in Boston, Massachusetts.

Hilary Stern - Hilary Stern is the Executive Director of Fondazione Italia, a nonprofit organization that supports the teaching of Italian language and culture in Southern California. In her capacity as Executive Director, Hilary is responsible for managing a grant program to local schools funded by the Italian government, organizing professional development workshops for Italian language teachers, providing support to teachers seeking a California multiple or single-subject credential, organizing fundraising campaigns, and staffing and organizing extra-curricular Italian language courses for children and adults. Hilary has extensive marketing and office administration experience. She worked in public relations before transitioning to the nonprofit sector eight years ago. Hilary is fluent in Italian and graduated Magna Cum Laude from Boston University with a B.A. degree in Italian Studies.

Communications Professionals involved in these efforts include:

Judy Reilly - Judy Reilly comes from a background in children's educational television, having been the Director of the educational animated series "Liberty's Kids" for PBS and the Emmy Award Winning "Madeline", based on the classic children's books of the same name. She has worked with Stanford Professors of History and Child Psychology in understanding more deeply how children process historical and emotional information in storytelling. She served as the PTA Advocate for GUSD's Franklin Elementary for two years. She also served as the school's PTA President for a year and continues to run the school multilingual Book Expo to support the school's mission of raising world centric multi-lingual students. She continues to work with the school and parents on issues close to the PTA mission of advocating for each family so that they can best take advantage of the strengths a quality education offers them. She earned a B.S. degree from Emerson College in Boston, Massachusetts.

Finance Professionals involved in these efforts include:

Michael Rasic - Michael Rasic is the Chief Financial Officer for ZestFinance, Inc. Formerly, he served as the EVP - Accounting & Finance, for CoreLogic, Inc., was the Chief Financial Officer, Metrocities Mortgage Corp., and a Partner at PricewaterhouseCoopers, LLP. Mike's other relevant experience includes, Treasurer, for the Crescenta Valley Little League, and Treasurer for Valley View Elementary Foundation in Glendale, California. He

earned a Bachelors in Accounting from Santa Clara University and an MBA from University of California, Los Angeles.

Kristi Toia - Kristi has been the CEO and CFO of Glendale Builders' Supplies for 24 years and the CFO of Chevy Chase Properties for eight years. She currently serves as the Treasurer for the Benjamin Franklin Elementary Foundation. She has also served on the California Building Materials Dealers Association in all positions for 20 years, as Treasurer for Masonry Dealers Association for two years, as Treasurer for Business and Professional Women for many years, and also served on the Advisory Board for New Horizons. She is fluent in Italian. She possesses a B.S. degree in business management from the University of Phoenix.

Legal Professionals involved in this effort include:

Daniel Denny, Esq. - Daniel is an Attorney at Gibson, Dunn & Crutcher LLP. He has served as the Pro Bono Counsel to Benjamin Franklin Elementary Foundation since its inception in 2009, and is a former Board Member and Vice President of the nonprofit organization, Elizabeth House. He received a Juris Doctor degree from the University of Notre Dame, and was admitted to the California Bar in 2005.

David Zaft, Esq. - David Zaft is an attorney and a shareholder at the Los Angeles law firm, Caldwell Leslie & Proctor, PC. He practices complex civil litigation and specializes in environmental and administrative law, and in affordable housing partnership disputes. Mr. Zaft has substantial experience navigating complex laws and advising clients to reach the desired results in a smart, efficient manner. He is a graduate of the University of California Berkeley School of Law, was awarded Order of the Coif, clerked for the United States District Court Judge Dean D. Pregerson, and was admitted to the California Bar in 2005. Mr. Zaft is also the President of the Los Angeles Board of Animal Services Commissioners, which oversees the six animal shelters operated by the City of Los Angeles.

Hope Farmby, Esq. - Hope K. Farmby is a Labor Relations Representative for the Association of California State Supervisors. She has spent the last five years practicing labor and employment law representing union members. As a former teacher and now labor advocate, Ms. Farmby brings a wealth of knowledge concerning labor practices, codes and regulations. Ms. Farmby has appeared before the National Labor Relations Board, Los Angeles County Civil Service Commission, and the State Personnel Board. She

is a graduate of the John Marshall Law School in Chicago, Illinois where she specialized in public interest law. She was admitted to the Ohio Bar in November 2006.

Human Resources Professionals involved in this effort include:

Sara Petty - Sara Petty is a human resources professional for Mars, Inc. She has expertise in organizational development, change management, diversity, and inclusion. Sara has a passion for language and culture. She was raised in Brussels, Belgium. She is inspired by her parents who were on the Board of Directors of St. John's International School. They worked tirelessly to develop that high school in its very early years. St. John's now sends IB graduates to universities around the world. She is fluent in French and is studying Italian. She has a B.A. degree from Catholic University of America in Washington, D.C.

Foreign Diplomatic Service Professionals involved in this effort include:

Javier De Higes - For the past 11 years, Javier has been working for the Education Department of the Consulate General of Spain in Los Angeles. Organizing competitions, he was a staff member for the Trampoline Committee of the Madrid Gymnastic Federation. In addition, Javier worked for a nonprofit organization, UGT-Labor Union. He is fluent in Spanish and graduated from Universidad Complutense of Madrid, with an undergraduate degree in Journalism Studies.

Affiliation with International Studies Charter Middle School and International Studies

Charter High School

Victoriano Rodriguez, principal of both International Studies Charter Middle School and International Studies Charter High School, located in Miami, has been instrumental in helping the development team craft the model for the middle school plan. He has offered curricula, instructional strategies support and other best practices, as well as school site visits to the development team for ISLA. Additionally, a budget item enabling direct collaboration with the staff of both schools has been included in the 5810 line of the attached budget.

Community Need

The establishment of ISLA is in response to four specific community needs: 1) the linguistic diversity and corresponding popularity of two-way dual language/immersion programs for Glendale residents; 2) enrollment trends within GUSD; 3) the need for additional high-quality schools; and 4) the projected need for additional schools.

In a progressively global society, the attached petition signatures of meaningfully interested families support the need for additional two-way dual language/immersion option in the elementary grades, in particular for Spanish where arguably there is the highest demand, and the single-cohort languages, French, German, and Italian, that currently do not have enough rising elementary school students to create an immersion middle school program.

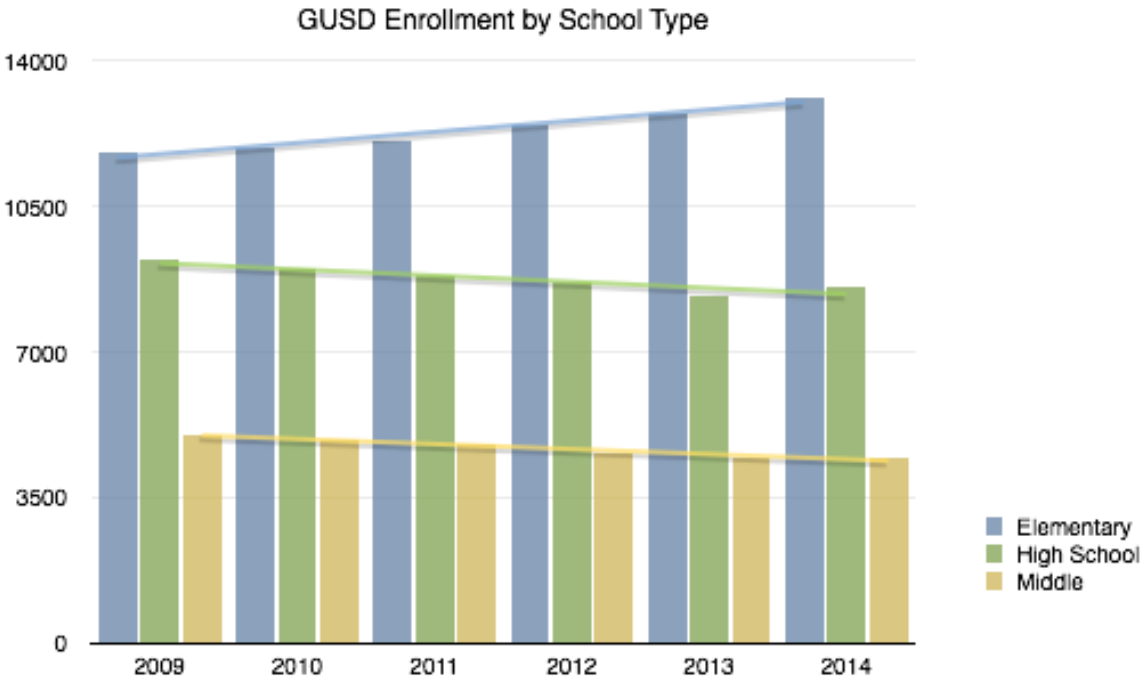
The United States Census (May 28, 2015) reports that 54.8% of Glendale residents are foreign born. Similarly, 69.9% of Glendale residents speak a language other than English at home. Lastly, 38.2% possess a bachelor's degree or higher, where the studying of a world language is generally required. To meet the needs of this increasingly diverse community, GUSD opened its first two-way dual language immersion program in 2003. Launching with a mere 18 students, the Foreign Language Academies of Glendale (FLAG), now serve over 2,500 students and span across seven language programs on different school sites. The FLAG 90/10 two-way dual language primary years program model includes target languages: French, German, Italian, and Spanish; while the 50/50 two-way dual language primary program model includes target languages: Armenian, Korean, and Japanese.

These existing GUSD programs are very popular. Spanish leads the language demand with multiple cohorts across three schools. Many of the programs, particularly the magnets, have enrollment waiting lists. However, only 10% of the 26,168 GUSD enrollment (California Department of Education, DataQuest) are currently participating in two-way dual language immersion programs. Many potential students are "locked out" of the immersion experience due to program caps dictated by space considerations. In fact, Franklin Magnet School adjusted down to one cohort in Spanish from two and three cohorts, due to space considerations, resulting in multiple years where no new Spanish immersion program families could gain admission to the school including those families living within .5 mile of the school. Further, some Spanish program student siblings had to choose other language programs just to attend Franklin. Currently, only the languages with multiple cohorts - Armenian, Japanese, Korean, and Spanish - are moving forward into middle and high school immersion programs with instruction beyond a single high-level language elective. ISLA seeks to increase needed opportunities for Glendale students to participate in a high-quality, two-way dual language/immersion program for grades K-8.

Building on the success of the FLAG world language model developed at Franklin Magnet School, ISLA will be the second public school in Glendale whereby all students enrolled will participate in a language immersion program. According to the *Guiding Principles for Dual Language Education, Second Edition*, (Howard et al, 2007) “Studies of effective schools consistently and conclusively demonstrate that high quality programs exist when schools have a cohesive school-wide shared vision and a set of goals that define their expectations for achievement, as well as an instructional focus and commitment to achievement and high expectations that are shared by students, parents, teachers, and administrators...While important in other schools, equity is crucial in the dual language program model with its emphasis on integrating students of different ethnic, language, and social class backgrounds.”

Enrollment Trends

The table below demonstrates that while GUSD elementary school enrollment (California Department of Education, DataQuest) has continued to increase throughout the past five years, the middle and high school enrollment continues to decrease indicating a loss of students from the public school system as they advance in grade level.



A primary factor behind the increase at the elementary level has been increased enrollment in the elementary school two-way dual language immersion and magnet programs. Whereas less than 17% of GUSD’s high school students were enrolled in a

choice program in 2014-2015, over 24% of GUSD's grades K-8 students did participate in a choice program (California Department of Education, DataQuest). ISLA was conceived both as an expansion of the elementary two-way dual language immersion programs that have become popular in the community, and as a pathway to high-level language acquisition for students entering middle school who missed GUSD's and ISLA's elementary school two-way dual language immersion entry points. Once ISLA is operational, the petitioners contemplate to further expand learning opportunities by developing a corresponding high school program.

Need for more High-Quality Options

ISLA provides another school choice option, pursuant to No Child Left Behind, for students enrolled in nearby schools which are in program improvement. The latest available information from the California Department of Education's DataQuest indicates the following schools in the target area are in program improvement status.

Name of School	Program Improvement Status
Balboa Elementary	Not in PI
Benjamin Franklin Elementary	Year 3
Cerritos Elementary	Not in PI
Columbus Elementary	Year 2
Glenoaks Elementary	Not in PI
Horace Mann Elementary	Year 2
John Marshall Elementary	Year 3
John Muir Elementary	Year 2
Mark Keppel Elementary	Not in PI
R. D. White Elementary	Year 2
Thomas Edison Elementary	Year 2
Thomas Jefferson Elementary	Year 1
Eleanor J. Toll Middle	Year 4
Theodore Roosevelt Middle	Year 5
Woodrow Wilson Middle	Year 3

Projected Need for Additional Schools

The *2014-2021 Housing Element of the General Plan*, published in 2014 by the City of Glendale's Community Development department, provides a catalog of new and planned housing projects across the city and census tract population trends. This report indicates that "Growth in the City is expected to be concentrated in the southern and western area...leading to increased development densities." The intent is to locate ISLA in south Glendale to meet the needs of this increased population density. Specifically, the initial target area is below or around State Route 134/Ventura Freeway. The search area may subsequently expand if real estate options are not initially favorable or unavailable. It is expected that the vast majority of students who will enroll at ISLA will come from

southern and western Glendale. Most of the home schools for these students are in program improvement as previously detailed.

Goodwill Provisions

The petitioners affirm that success for ISLA is directly linked to success at GUSD's Franklin Magnet School and other nearby immersion schools. The petitioners do not intend to replace any of the excellent programs that GUSD has already in place. It is the position of the petitioners that ISLA will fill a secondary need for a single elementary and middle school focused on International Studies that has been created out of GUSD's immersion program, but that GUSD has not had the flexibility to fulfill for all immersion languages. The petitioners envision a cooperative relationship with the District and have verbally extended offers of shared or pooled resources with GUSD officials during meetings to discuss ISLA's petition prior to submission.

The petitioners hereby extend an offer to create workable plans for technical assistance or contracted services which ISLA may be able to provide to GUSD, including, but not limited to:

- the coordination with GUSD on the dates of the public lotteries;
- sharing of part-time staff, particularly in the area of target language teachers, to the extent possible; and
- resources available in the areas of target language teacher recruiting and visa/green card applications.

The petitioners affirm their willingness to execute one or more memoranda of understanding (MOU) to specify the financial and operational agreements between the District and ISLA. Any such MOUs may be reviewed on an ongoing basis by the GUSD Board and ISLA's School Board and adjusted as necessary and agreed to by both parties.

Element 1: Description of the 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 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code § 47605(b)(5)(A)(i).

Governing Law: 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 § 47605(b)(5)(A)(ii).

A. Who Will the Proposed Charter School Educate?

The proposed Charter School will serve students in grades K-8. It is expected that most of the families and children served at the proposed Charter School will be in response to the needs detailed earlier in this petition’s introduction.

The enrollment projection for Year 1 is 438 with a projected growth in student enrollment to 1056 students by Year 5 as demonstrated in the Figure below. These enrollment projections may vary based on factors such as facility limitations, decreased funding rates, or increased parent demand. Accordingly, actual enrollment varying from noted projections shall not be considered a material revision of the charter. In compliance with fire life safety regulations, at no time will the enrollment exceed the campus occupancy load.

Figure - Projected Five-Year Student Enrollment Rollout Plan

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
k	96	96	96	96	96
1	96	96	96	96	96
2	24	96	96	96	96
3	24	36	96	96	96
4	24	36	50	96	96
5	24	36	50	50	96
6	60	72	72	120	120
7	90	120	120	180	180
8	0	90	120	120	180
TOTAL	438	678	796	950	1056

As required by Education Code § 47605(d)(2)(A)-(B), the proposed Charter School will be open to all students in the State of California. This includes students who are economically disadvantaged, are English Language Learners, and who have identified special needs. It is expected that the proposed Charter School demographics will be similar to the GUSD schools in the target community in the chart below.

Figure - Demographics of GUSD Schools in the Target Area

School	Minority	Socioeco/ Disadvan	English Language Learner	Students w Disabilities	Total Enroll
Balboa Elementary	24.3%	54.5%	42.0%	5.8%	719
Benjamin Franklin Elementary	50.1%	30.4%	23.1%	6.4%	592
Cerritos Elementary	84.0%	87.0%	51.3%	6.5%	400
Columbus Elementary	44.3%	80.0%	42.1%	11.9%	589
Glenoaks Elementary	38.4%	37.3%	18.9%	13.4%	560
Horace Mann Elementary	57.9%	92.6%	65.3%	8.8%	660

School	Minority	Socioeco/ Disadvan	English Language Learner	Students w Disabilities	Total Enroll
John Marshall Elementary	38.4%	84.7%	58.5%	13.1%	542
John Muir Elementary	48.1%	79.1%	40.3%	3.7%	834
Mark Keppel Elementary	45.2%	42.5%	39.6%	5.1%	1001
R. D. White Elementary	30.4%	60.5%	49.8%	7.9%	906
Thomas Edison Elementary	70.8%	68.5%	35.2%	6.8%	853
Thomas Jefferson Elementary	17.2%	75.3%	59.3%	8.0%	615
Eleanor J. Toll Middle School	38.4%	63.9%	18.5%	8.2%	1142
Theodore Roosevelt Middle School	64.9%	88.0%	14.2%	13.6%	830
Woodrow Wilson Middle School	38.9%	59.1%	15.0%	8.0%	1264

The data above was composed from each of the school’s posted 2013-2014 School Accountability Report Card at the GUSD website. Foster youth data was not available for any of the schools above and was redacted due to insufficient reporting numbers on the www.ed-data.org website.

The proposed Charter School will serve all families that submit an application for their child(ren) in available grades up to the enrollment capacity. Should applications exceed the number of available spaces, a public lottery will be held as further described in this petition.

B. What it Means for a Student to Be an Educated Person in the 21st Century

The proposed Charter School’s definition of an “educated person in the 21st century” will be reinforced in explicit school guidelines and conduct expectations in the classroom, in the schoolyard, and in the larger community. The inherent design of the educational program will provide opportunities for this to be directly and indirectly taught. The definition draws upon the amalgamation of the overlapping concepts of global competence (Global Competence is a 21st Century Imperative), Howard Gardner’s Multiple Intelligences Theory (Multiple Intelligences Around the World), 21st century skills (Partnership for 21st Century Skills) and two-way dual language learning as further detailed below.

Global Competence

The concept of “global competence” is receiving increased attention in both the primary and secondary level and is most commonly described as follows: 1) The ability to work effectively in different international settings, an awareness of the major currents of global change and the issues arising from such changes, knowledge of global organizations and business activities, the capacity for effective communication across cultural and linguistic boundaries, and a personal adaptability to diverse cultures; 2) Having an open mind while actively seeking to understand cultural norms and expectations of others [and] leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment; and 3) Intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion toward cultural difference).

An educated person in the 21st century is one who possesses the skills and attitudes encompassed by global competence as described above and also:

- **Effectively Communicates.** Writes clearly, listens actively, questions intently, reads critically, expresses oneself honestly and respectfully in a variety of mediums, and seeks to master at least two languages (Interpersonal, Intrapersonal, Musical and Linguistic Intelligences).
- **Continuously Learns.** Seeks to develop skills and acquire knowledge in all realms and at all times, obtains multiple perspectives, maintains an open-mind and a willingness to change in response to data, and reflects on new experiences and information (Interpersonal, Intrapersonal, Logical-Mathematical, Linguistic, Naturalistic Intelligences).
- **Assertively Perseveres.** When problems cannot be solved readily or when faced with criticism and disappointment, maintains focus and self-discipline, works through struggles and setbacks, attempts trials, examines errors, tries harder, tries differently, and tries again (Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic Intelligences).

Student Competencies

Consistent with the above, a well-educated person in the 21st century must possess the necessary skills gained through the development of core academic subject knowledge. Students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication, and collaboration. In alignment with the framework outlined by the Partnership for 21st Century Skills, the proposed Charter

School will additionally develop student competencies in the following four areas: 1) core subjects and 21st century themes, 2) life and career skills, 3) learning and innovation skills, and 4) information, media, and technology skills. These are further described as:

- **Core Subjects.** To be successful for college and career readiness, students must master the core subjects and 21st century themes. These include the core subject areas of: English language arts, world languages, mathematics, science, geography, history, government, civics, and the arts. Additionally, an educated person must understand academic content at much higher levels, such as having: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy and environmental literacy.
- **Life and Career Skills.** A well-educated person in the 21st century must have life and career skills that will enable success in college and career pursuits. These skills include being flexible and adaptable, taking initiative, having self-direction, interacting positively and collaborative with others, setting and meeting project goals, and being able to guide and lead others.
- **Learning and Innovation Skills.** In this competency, the focus will be on the four c's: creativity, critical thinking, communication, and collaboration.
 - **Creativity.** Students must be able to use a wide range of idea creation techniques to create new and worthwhile ideas, elaborate, refine, analyze, and evaluate their own ideas for improvement in creativity.
 - **Critical thinking.** Students must be able to reason effectively, use systems thinking such as analyzing parts to a whole, make sound judgment and decisions based on facts and evidence, and solve problems.
 - **Communication.** Students must be able to articulate thoughts clearly and concisely, listening effectively to decipher meaning, and use communication for a range of purposes and to varied audiences.
 - **Collaboration.** Students must be able to work effectively and respectfully with diverse teams, exercise flexibility and willingness to help in making compromises, and assume shared responsibilities in working towards common goals.
- **Media and Technology**

A well-educated person in the 21st century must interact regularly with technology and various media because the nature of modern times grants: 1) access to an abundance of information; 2) rapid changes in technology and tools; and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, students must be able

to exhibit a range of functional and critical literacy in relation to technology, information, and media. This competency is further detailed below.

- **Information Literacy.** Students must be able to access information efficiently and effectively, and evaluate sources critically.
- **Media Literacy.** Students must be able to understand the construction and purpose of media, examine how media is experienced differently by individuals and groups, and have fundamental understanding of the ethical/legal issues surrounding the access and use of media.
- **Technology Literacy.** Students must be able to use technology as a tool to research, create, evaluate, and communicate information, use a range of digital technology (e.g., computers, PDAs, PowerPoint, media players, GPS, etc.).

Linguistic and Cultural Literacy

An integral component to achieving the proposed Charter School's mission is dual language learning. In order to succeed in the 21st century students need to develop academic knowledge and skills, proficiency in English, and linguistic and cultural literacy in the world's languages and cultures. The ability to communicate in a way that is culturally appropriate in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative efforts. Success in an increasingly interconnected world depends on students' effective use of language and cross-cultural communication skill (California Department of Education, 2009). These World Language Content Standards recognize that, "To succeed in the twenty-first century, today's students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world's languages and cultures."

The value for increased language programs, especially at the secondary level, is increasingly evident and gaining momentum. In 2011, California became the first state in the nation to establish a statewide recognized Seal of Biliteracy (Assembly Bill 815) for high school graduates. Although there has been increased attention at the state level, only 201 two-way dual language programs are listed on *California's Two-Way Immersion Program Directory* (California Department of Education). Unfortunately, most of these are at the elementary school level. The proposed Charter School is unique in that it will continue providing target language learning opportunities at the middle school level in French, German, Italian, and Spanish.

As a result of culturally appropriate language use, students will enhance their ability to effectively carry out a wide range of tasks with a high level of control of the linguistic system. By moving beyond simply learning about language and culture, students will be prepared for real world language use and global citizenship by having opportunities to learn languages and cultures through communicative interactions. To view oneself as culturally competent is to also view language learning as a lifelong endeavor (California Department of Education, 2009).

The vision and mission of the proposed Charter School are consistent with the research on 21st century skills. The proposed Charter School is committed to fulfilling its mission and to providing a research-based curriculum and an educational program designed to prepare students for a future that will increasingly demand academic competence as well as self-assurance and responsibility, critical thinking and creativity.

C. Educational Design Research - How Learning Best Occurs

The school program review and literature review are consistent with the academic outcomes and other benefits of two-way dual language immersion programs.

Model Schools

The grades K-5 elementary program at the proposed Charter School intends to follow the 90/10 two-way dual language immersion model. Currently, an example of an elementary school that is successfully implementing multiple languages in the 90/10 model in these grades is Franklin Magnet School in GUSD. Accordingly, Franklin Magnet has had a 65-point increase in its Academic Performance Indicator (California Department of Education, DataQuest) since the immersion program students began testing. Moreover, Franklin consistently has waiting lists of students desiring entry into the program.

The grades 6-8 middle school program will be based on the program currently being implemented at the International Studies Charter School in Miami, Florida which serves grades 6-12. The International Studies Charter School offers students in grades 6-8, the International Education (IE) Program in French, Italian, and Spanish. The IE program is a beginning language program for *non-fluent* students which offers enrollment in two target language courses each year. They also offer the International Studies (IS) program. Each year, *fluent* students take a minimum of three courses taught entirely in their target language (International Studies Charter School Curriculum Bulletin). Both of these programs prepare students for eventually taking the AP classes and/or exams in the target language in high school.

The vision of International Studies Charter School is to serve the needs of the community by offering a unique multilingual, multiliterate, and multicultural curriculum preparing students to have an edge in global competition. Students are able to study French, Italian, and Spanish using curricula provided by the ministries of education of the respective countries. The mission of International Studies Charter School is to teach students to make decisions with integrity, think, and behave as citizens of the world, and graduate with a sense of purpose. The International Studies Charter School's middle and high school have consistently earned an "A" - the highest possible ranking - by the Florida Department of Education's school performance evaluation system. The high school has been recognized as a top United States high school by multiple media, such as Newsweek, The Daily Beast, US News and World Report, and Washington Post. International Studies Charter School currently ranks as the #1 high school in the state of Florida, #4 charter in the nation, and #13 overall in the national rank according to these publications (International Studies Charter School website).

Research on Two-Way Dual Language Immersion

The educational design of the proposed Charter School year focuses on providing literacy and academic content to students in English and another language (i.e., French, German, Italian, or Spanish) to promote bilingualism (ability to speak fluently in two languages) and biliteracy (ability to read and write in two languages), grade-level academic achievement, and multicultural competency.

Two-way Dual Language Immersion

The proposed Charter School intends to implement two-way dual language immersion model as the best way to fulfill its mission and vision. The Center for Applied Linguistics defines two-way dual language immersion as, "a distinctive form of dual language education in which balanced numbers of native English speakers and native speakers of the partner language are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times."

In two-way dual language immersion programs, the partner or target language (i.e., French, German, Italian, or Spanish) is used for a significant portion (from 50% to either 90% in two-way or 100% in one-way) of the student's instructional day. In the 90/10 model, Kindergarten and first-grade students spend 90% of their day learning in the partner language, learning content (math, social studies) and literacy in that language, and they spend 10% of their day in English, developing oral academic language. Each

grade after that, more English is added until the children spend half of their day in English and half of their day in the partner language by about grade five. In 50/50 programs, students spend half of their instructional day in English and half in the target language across all grade levels. As noted earlier, most two-way programs available in California, are limited to the elementary school setting.

Benefits of a Two-Way Model

The benefits of a two-way model are multiple: 1) students are able to preserve their primary or heritage language or become proficient in a foreign language; 2) students develop a broader worldview that they take into college and their careers; and 3) students gain cognitive advantages that translate into flexibility in their thinking and the ability to successfully tackle rigorous coursework (Maxwell, 2012).

The educational program of the proposed Charter School is intended to empower its students to interface with a decreasingly monolingual general population. Approximately one-fifth of Americans speak a non-English language at home, and globally, as many as two-thirds of children are brought up bilingual (Cuda-Kroen, 2011). Additional merits of language immersion programs are compelling. Dual language instruction has demonstrated an astonishing power in school reform (Collier & Thomas, 2004). Introducing or increasing foreign language instruction in elementary schools to increase student achievement in reading and math is also proposed by Stewart (2005). The earlier another language is introduced in their development, the more rapidly children stand to reap the benefits (Met, 1991).

Lindholm-Leary (in press) documents that “middle and high school programs that receive bilingual children from elementary one- and two-way DL (dual language) programs are often reluctant, or even refuse, to develop a secondary program that offers more than standard foreign language instruction. Thus, there is insufficient opportunity for interested students in continuing their DL program, and thus for promoting high levels of proficiency in the partner language. The result of these misguided approaches is continuation of a policy that attempts to promote high levels of achievement, but ignores the mounting evidence on the positive impact of bilingualism on children’s language, cognitive and socio-cultural development, along with their academic achievement.”

Cognitive Benefits

Ample and long-standing research also documents the cognitive benefits of bilingualism. Bamford and Mizokawa (1991) found significant positive differences in problem solving in bilingual children. Landry (1973) found that second language learning not only provides children with the ability to depart from the traditional approaches to a problem, but also provides them with possible rich resources for new and different ideas. Moreover, bilingualism has been found to have positive effects on episodic and semantic memory at all age levels (Kormi-Nouri, 2003).

Lindholm-Leary (in press) concluded that, "Compared to their peers in English mainstream programs, DL middle and high school students are: 1) as or more likely to be enrolled in higher level math courses (Lindholm-Leary & Borsato, 2005); 2) as or more likely to pass the high school exit exam (Lindholm-Leary, 2010); 3) less likely to drop out of school (Thomas & Collier, 2002); and 4) more likely to close the achievement gap with native English speaking peers at least by the end of high school (Lindholm-Leary, 2014; Lindholm-Leary & Borsato, 2006; Thomas & Collier, 2002)."

Educationally Disadvantaged Students In Two-Way Immersion

The proposed Charter School anticipates that some of its students will have previous exposure to the target languages and/or will be English language learners. Two-way dual language instruction programs equally serve native English speaking students, bilingual, and English language learners in an integrated bilingual classroom (Collier & Thomas, 2004). Myers (2014) reported on the Stanford study which followed 18,000 English learner students in San Francisco Unified School District for over ten years, "that while students in English immersion programs perform better in the short term, over the long term students in classrooms taught in two languages not only catch up to their English immersion counterparts, but they eventually surpass them, both academically and linguistically." The study also concluded "that students in English immersion classrooms perform better than those in two-language classrooms in the early grades, but those in the two-language programs catch up to or even surpass their counterparts by middle school." Therefore, dual language instruction also benefits the English language learner whose primary language is in another world language.

The education of language minority students is dependent on the degree to which these children have access to instruction which is challenging, yet comprehensible. In addition, the shared belief that "all children can learn" is a central operating principle that empowers students, especially English language learners (Garcia, 1991). Whilst two-way dual language programs initially focused on supporting English language learners in their

development and acquisition of English literacy skills, they now enrich and develop students to become bilingual and biliterate (Calderón & Carreón, 2000).

In reviewing immersion suitability for other minority students, Gaffney (1999) found that “at-risk students are not only as successful in immersion education as they would be in English-medium classes, but that immersion may be their only chance for acquiring a second language. . . It is important to remember that if learning a second language is considered valuable for all students, immersion education may be more appropriate for language disabled students than a traditional foreign language program introduced later in the student’s school experience and more effective for these students, because immersion programs follow a natural path of language acquisition, one that mirrors the path taken for their first language acquisition.” Succinctly stated by Wiss (1989), “It is important that learning disabled children not be counseled out of early immersion, as this may be their only opportunity for bilingualism.”

Gaffney (1999) adds that “Another possible benefit of placing such students within an immersion program is the teaching methods used in particular by immersion teachers. Because delivery is always in the target language, an immersion teacher cannot assume that students understand once the information has been presented. Immersion teachers rely heavily on multiple forms of delivery to communicate new concepts in the target language, using audio, visual, and many times, kinesthetic methods to deliver the same information. . . Also, due to the fact that almost all students arrive to immersion programs without any prior knowledge of the target language, immersion programs might even level out the playing field at times, although as in all schools, some students are bound to be better prepared than others to begin their education.”

Coalition of Essential Schools’ 10 Common Principles

The proposed Charter School will utilize the *Coalition of Essential Schools’ 10 Common Principles* as an infrastructure for how learning best occurs, maximizing learning and student achievement in the school community. A sampling of the integration of Dr. TheodoreSizer’s *Coalition of Essential Schools 10 Common Principles* is as follows:

- **Principle 1.** Learning to use one’s mind well. The proposed Charter School intends to focus on helping its pupils learn to use their minds well by holding high expectations and challenging them with rigorous and grade level-specific content.
- **Principle 2.** Less is more, depth over coverage. The proposed Charter School’s faculty will employ the Common Core State Standards to focus on each student mastering a limited number of essential skills and areas of knowledge. Curricular

decisions will be guided by the aim of thorough student mastery and achievement rather than by effort to merely cover content.

- **Principle 3.** Goals apply to all students. The goals of the proposed Charter School apply to all students. While goals of each individual student may vary, the proposed Charter School will strive for each student to maximize his or her fullest potential.
- **Principle 4.** Personalization. Teaching and learning will be personalized to the maximum feasible extent. To capitalize on this personalization, the school principal and faculty will provide input into the decisions about the details of the course of study, the use of students' and teachers' time, and the choice of teaching materials and specific pedagogies.
- **Principle 5.** Student-as-worker, teacher-as-coach. The governing practical metaphor of the proposed Charter School is the student as worker, rather than the more familiar unilateral teacher as deliverer of instruction. The proposed Charter School faculty's role as coach is to provoke students to learn, how to learn, and thus be independent learners.
- **Principle 6.** Demonstration of mastery. Teaching and learning at the proposed Charter School intends to be documented and assessed with tools based on student performance of real tasks. Students not at appropriate levels of competence shall be provided with intervention and support to assist them to meet grade level standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects shall be incorporated to better understand the learner's strengths and needs. Students shall also be recognized for their mastery through award assemblies and activities.
- **Principle 7.** A tone of decency and trust. The tone of the proposed Charter School intends to explicitly and self-consciously stress values of unanxious expectation, trust, and decency. Incentives appropriate for students and teachers will be emphasized. Parents and teachers shall be key collaborators and vital members of the school community.
- **Principle 8.** Commitment to the entire school. The proposed Charter School principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists (experts in a particular discipline) second. Faculty and staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
- **Principle 9.** Resources dedicated to teaching and learning. The proposed Charter School budget targets shall provide for class sizes and activities that promote

personalization, resources for increased student achievement outcomes, time for collective planning by teachers, and appropriate salaries for staff.

- **Principle 10.** Democracy and equity. The proposed Charter School shall demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. Democratic practices that involve the school's stakeholders will be modeled. The proposed Charter School shall honor diversity and build on the strength of its community, deliberately and explicitly challenging all forms of inequity.

D. Enabling Self-Motivated, Competent, and Lifelong Learners

The proposed Charter School originated from the dedication of a group of parents and educators who were inspired by the progress Franklin Magnet School and other similar schools were making toward achieving a vision of an alternative learning community in which all involved develop as 1) self-motivated, 2) competent, and 3) lifelong learners. A confluence of resources in the form of skilled individuals, funds, and a growing number of families seeking a diverse neighborhood school has given rise to the conviction that the proposed Charter School can meet the objective of enabling students to develop these three qualities.

One of the great challenges facing the educational community is determining how to best inspire young people, especially at-risk learners, to become self-motivated, competent, and lifelong learners. The proposed Charter School intends to seek to inspire these attributes by:

- **Developing Self-motivated Learners.** The proposed Charter School believes that self-motivation requires students to internalize the benefits of learning. Therefore, the proposed Charter School will seek to connect students' personal interests and questions with curricular and extracurricular opportunities. Students will be empowered to choose community service and single subject-focused projects that have personal meaning to them. By beginning with each student's interests and questions, the proposed Charter School can provide students with the means of making connections between their studies, themselves, and life beyond the school's walls.
- **Developing Competent Learners.** Students who can effectively express how they learn best can "own" their education and be both competent and lifelong learners. The proposed Charter School intends to develop competent learners in two ways: 1) A school-wide pedagogy that emphasizes differentiated instruction to assure that students are given manifold opportunities and a variety of support systems to achieve academic success and 2) A collaborative and objective driven

approach in choosing curriculum and creating lessons plans to ensure that learning objectives are clearly identified and met by students. In these ways, students will develop a solid foundation of knowledge and a competence in learning upon which they can build in the future.

- **Developing Lifelong Learners.** The proposed Charter School's emphasis on international understanding and responsible citizenship throughout the program will foster student appreciation for the many positive impacts their skills and abilities can have on the world.

E. Description of Learning Environment

Sample of Elementary and Middle School Calendar

The proposed Charter School's calendar below exceeds the 180 required number of school days set forth in California Education Code § 46208 and includes 190 school days per year.

Figure - Proposed 2016-2017 Calendar

ISLA 2016-2017 Calendar

Month/ Date	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	Total
August	P	P	P	P	P			Q1																								18
September					H																M											21
October							P			Q1	Q2																					19
November											H										H	H	H	H	H							16
December											T	T	T	P	Q2					H	H	H	H	H			H	H	H	H	12	
January		H	Q3													H															19	
February																					H										19	
March																					H	H	H	H	H			P	Q3	Q4	17	
April																								T	T	T	T	T			20	
May	T	T	T	T	T												M												H		22	
June					T	T	T	Q4																							7	
																															190	

<p>H Holiday - No School</p> <p>P Pupil Free Day</p> <p>Q1 Quarter Begins</p> <p>Q1 Quarter Ends - Minimum Day</p> <p>A, B, C Day - School Day</p> <p>T Testing - Early Release (MS)</p> <p>M Minimum Days</p> <p>Grading Days</p> <p>Q1 44 days</p> <p>Q2 42 days</p> <p>Q3 53 days</p> <p><u>Q4 51 days</u></p> <p>190 days</p>	<p>Observed School Holidays/Recess</p> <p>Labor Day - September 5</p> <p>Veteran's Day - November 11</p> <p>Thanksgiving Recess - November 21 - 25</p> <p>Winter Recess - December 19 - January 3</p> <p>Dr. Martin Luther King, Jr. Day - January 16</p> <p>President's Day - February 20</p> <p>Spring Recess - March 20 - 24</p> <p>Memorial Day - May 29</p> <p>Minimum Days</p> <p>Back to School Night - September 21 (minimum day)</p> <p>Open House - May 17 (minimum day)</p> <p>End of 1st Q - October 10</p> <p>End of 2nd Q - December 16</p> <p>End of 3rd Q - March 28</p> <p>End of 4th Q - June 8</p>
---	---

Because the proposed school year is longer, the Charter School’s annual instructional minutes will also exceed the annual instructional minutes outlined in Education Code § 47612.5 which requires, at a minimum:

- For students in Kindergarten (and TK, if offered): 36,000 instructional minutes.
- For students in grades 1-3: 50,400 minutes.
- For students in grades 4-8: 54,000 minutes.

The proposed Charter School will also comply with applicable laws regarding the minimum number of instructional minutes to qualify for a school day.

The proposed Charter School retains the right to modify this proposed calendar to meet the needs of the students, as well as to coordinate with the calendar of GUSD, and the calendars of the professional development partners. Such modification shall not be considered a material revision of the charter so long as the number of school days and

instructional minutes meet the minimum thresholds required by applicable California law.

Sample Elementary School Schedule (Grades K-5)

The elementary school program will serve students in grades K-5 in a two-way dual language immersion model that promotes fluency in two languages within an educational environment that promotes high academic achievement. Language learning refers not only to the learning of a specific language, but it includes any and all activities which bring about learning. Through language, students acquire the ability to think critically, develop cultural awareness, social skills and values, and acquire knowledge.

In the Figure below, the proposed 2016-2017 bell schedule for the regular instructional day for elementary students in K is 8:00 a.m. to 1:25 p.m., for 1st grade is 8:00 a.m. to 2:25 p.m., for grades 2-3 is 8:15 a.m. to 2:50 p.m., for grades 4-5 is 8:15 a.m. to 2:55 p.m., Monday through Friday. Six minimum days have been identified throughout the year: at the end of each quarter, Back To School Night, and Open House.

The proposed Charter School retains the right to modify this schedule to meet the needs of the students. Such modification shall not be considered a material revision of the charter so long as the number of school days and instructional minutes meet the minimum thresholds required by applicable California law.

Figure - Sample Elementary School Bell Schedule

Grade K Regular Day Bell Schedule	
Morning Bell	8:00 AM
Recess	9:20 AM
Lunch	11:00 AM
Dismissal	1:25 PM

Grade K Minimum Day Bell Schedule	
Morning Bell	8:00 AM
Recess	9:20 AM
Lunch	11:40 AM
Dismissal	12:00 PM

Grade 1 Regular Day Bell Schedule	
Morning Bell	8:00 AM
Recess	9:20 AM
Lunch	11:00 AM
Dismissal	2:25 PM

Grade 1 Minimum Day Bell Schedule	
Morning Bell	8:00 AM
Recess	9:20 AM
Lunch	11:40 AM
Dismissal	12:00 PM

Grade 2 & 3 Regular Day Bell Schedule	
Morning Bell	8:15 AM
Recess	9:40 AM
Lunch	11:00 AM
Dismissal	2:50 PM

Grade 2 & 3 Minimum Day Bell Schedule	
Morning Bell	8:15 AM
Recess	9:40 AM
Lunch	11:40 AM
Dismissal	12:00 PM

Grade 4 & 5 Regular Day Bell Schedule	
Morning Bell	8:15 AM
Recess	10:00 AM
Lunch	11:20 AM
Dismissal	2:55 PM

Grade 4 & 5 Minimum Day Bell Schedule	
Morning Bell	8:15 AM
Recess	9:40 AM
Lunch	11:40 AM
Dismissal	12:00 PM

Sample Middle School Schedule (Grades 6-8)

The middle school program serves the educational needs of students in grades 6-8. The middle school educational design is a product of the affiliation agreement between the

proposed Charter School and International Studies Charter School, which was previously described.

The Figure below outlines the tentative 2016-2017 middle school block bell schedule. The regular instructional day for middle school students begins at 8:30 a.m. and ends at 3:45 p.m. The A/B days schedules alternate daily. The tentative school calendar (noted earlier) and instructional minutes both exceed minimum requirements. There will be shortened days for professional development and standardized testing. As noted in the calendar above, six minimum days have been identified throughout the year: at end of each quarter, Back To School Night, and Open House.

Figure - Sample Middle School Block Bell Schedule

Grade 6 - 8 A/B Day Bell Schedule	
Block 1 (period 1/5)	8:30 AM - 10:05 AM
Nutrition/BIC	10:10 AM - 10:20 AM
Block 2 (period 2/6)	10:20 AM - 11:55 AM
Lunch	11:55 AM - 12:30 PM
Block 3 (period 3/7)	12:30 PM - 2:05 PM
Block 4 (period 4/8)	2:10 PM - 3:45 PM
Alternating Block Schedule	

Core academic subjects rely on deep, conceptual understanding and analysis. Therefore, the core classes of mathematics, science, social sciences, English language arts, and world language will be in longer blocks of time enabling students to experience math and science in a laboratory-like environment that will include hands-on “investigations” and multistep problem-solving. Similarly, the English language arts and social sciences courses will be able to include in-class writing, discussion, reading, and presentation activities.

The proposed Charter School retains the right to modify this schedule to meet the needs of the students. Such modification shall not be considered a material revision of the

charter so long as the number of school days and instructional minutes meet the minimum thresholds required by applicable California law.

A Typical Day at the Proposed Charter School

A visitor will gain clear perspective on the proposed Charter School's culture, core values, and beliefs by shadowing any given student throughout the school day. While some students walk to the proposed Charter School from the nearby community, other students are dropped off by their parents and/or guardians. Depending upon expressed need and available resources, early drop off opportunities may be provided to parents. Otherwise, the school day starts between 8:00 a.m. and 8:30 a.m. depending on the student's grade level. The proposed Charter School leadership, faculty and staff greet students as they arrive on campus. A campus monitor is posted near the entrance to monitor student safety. As students congregate inside, they are immediately welcomed into a calm environment.

On regularly scheduled days, students in grades K-5 are seated in their classrooms ready to begin by 8:00 am or 8:15 a.m. and students in grades 6-8 are ready to begin by 8:30 a.m. Teachers begin each class with an activity that students immediately start without instruction, which allows teachers to take attendance on their computers using the school's data management system. Daily attendance information is utilized by the office to alert parents and guardians of students who are absent or tardy without an excused notice.

Emphasis is on grade appropriate standards-based instruction with high expectations for all students. The daily learning objectives can be seen on the whiteboard, along with the class agenda. Teachers scaffold their lessons in a manner that gradually releases the cognitive load to students. Instructional expectations are clear. Teachers engage students in understanding what they must know and be able to do to demonstrate mastery on grade appropriate assignments and standards. They involve students in defining and dissecting content-specific work to ensure students understand what is expected of them. Students are actively engaged in their learning by using appropriate academic discourse to facilitate their own exchange of knowledge in pairs, small groups, or with the entire class.

By spending time to understand the different elements that make up instructional activities, teachers ensure that students clearly understand how to approach assignments and accurately evaluate the quality of their work. Teachers use a

combination of instructional strategies to challenge students and teach them that learning can have different approaches. They vary instructional materials and resources, which includes the use of digital presentations, worksheets, and a mixture of electronic content and traditional texts both in English and in the target languages. Intervention activities address identified needs for struggling learners whereas extension activities promote more challenging coursework for advanced learners.

Recess is supervised by the elementary program teachers. Passing periods for middle school students are supervised by middle school teachers stationed at their classroom doors. Administrators, counselors, and other staff may also be present during recess and passing periods. Aside from ensuring student safety, this provides opportunities for students and staff alike to converse and interact with each other, adding to a friendly and communal school environment. These conversations will be heard in both English and the target languages.

After school tutoring, enrichment, intramurals, and extracurricular activities will be available to participating students. Struggling learners, as identified through school grades, assessments, and Response to Instruction and Intervention (RtI²), may have opportunities for strategic tutoring with both teachers and the after-school program.

F. Educational Design and Instructional Strategies

Students commencing in grades K-1 will experience a 90/10 dual language immersion model where 90% of the day is taught in the chosen target language. The teacher will speak only in the target language to the students. As the student progresses through grade levels, the percentage of the target language decreases and English increases until the 50/50 dual immersion model is reached in fifth grade. In the middle school grades, the percentage decreases to 25/75. The proposed Charter School will include two-way dual immersion learning in the elementary and middle school as detailed in the Figure below.

Figure - Language Instruction Percentages by Grade Level

Kindergarten	Target Language 90%	English 10%
First Grade	Target Language 90%	English 10%
Second Grade	Target Language 80%	English 20%
Third Grade	Target Language 70%	English 30%
Fourth Grade	Target Language 60%	English 40%
Fifth Grade	Target Language 50%	English 50%
Sixth Grade	Target Language 25%	English 75%
Seventh Grade	Target Language 25%	English 75%
Eighth Grade	Target Language 25%	English 75%

Students entering grade 6 may select between the acquisition or immersion programs.

Acquisition Program - French, German, Italian, or Spanish.

The Acquisition program is an academic program infused with an advanced and honors curriculum. The focus of the Acquisition program is for students to enter high school bilingual and biliterate in their respective program language, even if they have not participated in a two-way dual language program in elementary school, as well as to prepare students for an academically advanced and challenging high school curriculum. Each academic year, students take two language courses in their chosen program language. One course will emphasize grammar, vocabulary, and the written language and the other course will prepare student to communicate orally. Matriculated elementary school dual-language immersion students may choose the Acquisition program to begin study in a new world language. Students will also participate in five periods of instruction for core curriculum academic subjects; English, mathematics, social studies and science with one period of physical education. Student schedules will also include rotations between the visual and performing arts and a design class. These are further described in the later section titled [Curriculum and Instructional Materials](#).

Immersion Program - French, German, Italian, or Spanish.

The Immersion program is an academic program infused with an advanced and honors curriculum that enables students from two-way dual language elementary school immersion programs in French, German, Italian, and Spanish and heritage speakers to continue their studies of world languages. Students will participate in five periods of

instruction for core curriculum academic subjects - English, mathematics, social studies and science and one period of physical education. The social sciences classes will be conducted in French, German, Italian, or Spanish. Student schedules will also include rotations between the visual and performing arts and a design class. Students who wish to be considered for the immersion program once enrolled must be able to read, write, and speak in their chosen target language. A proficiency exam will be administered to any student desiring entry into the immersion program. Immersion students successfully completing the middle school curriculum will be prepared to continue their Immersion education in high school.

Common Core and International Baccalaureate

The proposed Charter School's educational program is aligned with the Common Core State Standards (CCSS) and with the International Baccalaureate (IB) framework that includes second language acquisition and two-way dual language immersion (DLI) integrated within the regular school day. The curriculum will prepare students for a competitive, globalized, interconnected, and technologically-advanced future by demanding a high effort profile from all students. The proposed Charter School will instill in its students a love of learning and foster an appreciation and responsibility for both local and global communities.

The curricular plan will have ongoing review by the guiding coalition of staff and will be influenced by the IB Primary and Middle Years Programs Learner Profile. The proposed Charter School intends to incorporate best practice models for the development of fluency and literacy in a second language. The established values and guidelines for personal growth and education will guide the whole school approach to a safe, clean, orderly, enriching environment in forming common expectations of respect for all members of the school community. Learners will be empowered through use of inquiry who can achieve success through effort and solid work ethic. Commitment, enthusiasm, perseverance and the building of strong interpersonal relationships among all members with shared responsibility amongst students, family, community, teachers and staff, of the school community will lead to success. A collaborative and supportive environment with a singular focus on student learning will be fostered.

By teaching through inquiry and through the use of the IB ideals and second language opportunities, students shall possess the following competencies when they leave the proposed Charter School:

- College or career readiness;

- Pose and pursue substantive questions;
- Critically interpret, evaluate, and synthesize information;
- Explore, define, and solve complex problems;
- Communicate effectively for a given purpose;
- Advocate for ideas, causes and actions;
- Generate innovative, creative ideas and products;
- Collaborate with others to produce a unified work and/or heightened understanding;
- Life-long learners; and
- Commitment to good citizenship through volunteerism.

Intentional Instruction

The proposed Charter School intends to incorporate the Intentional Instruction framework, with an emphasis on literacy across the curriculum. According to Fisher et al. (2011), this five-part framework requires teachers to: 1) establish purpose; 2) model their thinking; 3) guide students' thinking through the use of questions, prompts, and cues; 4) provide students with productive group tasks that are meaningful and allow students to practice language and consolidate learning; and 5) assign independent tasks that require students to apply what they have learned. Intentional Instruction is rooted from three theories: Gradual Release of Responsibility (Pearson & Fielding, 1991; Pearson & Gallagher, 1983; Direct Explanation (Duffy et al., 1987); and Literacy as a Social Practice (Barton, Hamilton, & Ivanič, 2000). Together, these theories inform an instructional framework that provides students with expert modeling, procedural and conditional knowledge, and contexts for applying skills and concepts in the company of peers and the teacher.

To effectively execute the proposed Charter School's educational program, teachers will have opportunities to work cooperatively through horizontal and vertical planning in order to develop lesson plans aligned to these standards while implementing high-yield instructional strategies in the classroom such as:

- **Differentiated Instruction.** Differentiated instruction provides a learning environment that will maximize the potential for student success. Differentiated instruction can be recognized by a variety of classroom characteristics such as: teachers begin where the students are; teachers engage in instruction through different learning modalities; a student competes more against himself or herself than against others; teachers provide specific ways for each individual to learn;

teachers use classroom time flexibly; and teachers are diagnosticians, prescribing the best possible instruction for each student.

- **Scaffolding.** Teachers identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous. Scaffolding strategies include: show and tell; tap into prior knowledge; give more time to talk; pre-teach vocabulary; use visual aids; and pause, ask questions, pause, review.
- **Inquiry-Based Learning.** Based on the scientific method, this student-centered strategy requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers use this strategy in developing critical thinking and problem solving skills.
- **Project-Based Learning.** PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. Though PBL, teachers engage students in projects where students can take advantage of digital tools to produce high quality, collaborative products.
- **Information Processing Strategies.** Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies include memorization, reciprocal teaching, graphic organizers, scaffolding, and webbing.
- **Cooperative Learning.** Teachers keep groups small, apply strategy consistently and systematically, and assign roles and responsibilities in groups. Teachers integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, structured academic controversy, and Socratic seminars. These techniques can be used as a means of creating safe environments wherein students collectively gather evidence, have class discussions, and formulate opinions.
- **Identifying similarities and differences.** Students compare, classify, and create metaphors, analogies and non-linguistic or graphic representations. Teachers utilize: thinking maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers, Question/Answer/Relationship (QAR), sketch to stretch, and affinity diagrams.
- **Summarizing and Note Taking.** Students learn to eliminate unnecessary information, substitute some information, keep important information,

write/rewrite, and analyze information. Students will be encouraged to include some information in their own words. Teachers model summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quickwrites, graphic organizers, column notes, and affinity diagrams.

- **Nonlinguistic Representations.** Students create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Teachers incorporate: visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, and make physical models.
- **Generating and Testing Hypothesis.** Students generate, explain, test, and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision-making. Students incorporate thinking processes, constructivist practices, investigations, explorations, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, and finding other ways to solve same math problem.
- **Arts Integration.** Arts integration focuses on the infusion and integration of the arts throughout the curriculum. The arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities. Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process.

Engagement Strategies

To improve student engagement for extended periods of time, lessons will be planned using the Chunk, Chew, Check method, which allow for information to be delivered in small units (timing corresponds to learner's age), adequate processing time, and gradually released opportunities for demonstrating mastery. Lessons will include a balance of both teacher-centered and student-centered activities.

Teachers will be trained in planning for multiple intelligences and tiered instruction. Specific strategies will be used to target literacy throughout the classes. The reading apprentice method of talking-to-the-text will be used for students to interact with a

variety of texts across all disciplines, as called for by CCSS. See/Say, mean, matter (SMM) graphic organizers will be used for analyzing quotes, video clips, charts and graphs, and political cartoons, to name a few. Teachers will include writing across the disciplines. Students will be taught how to use SMM graphic organizers to organize their thoughts into TIEAC power paragraphs, and ultimately into essays. TIEAC is an acronym for: topic sentence; introduce the example; example from the text; analysis of the example; and concluding sentence. As students promote to higher grades and become stronger writers, they will be weaned from graphic organizers and write directly in power paragraph format. Additional teacher professional development information is detailed further in [Teacher Professional Development](#)

Instructional methodologies and curriculum, including materials, will support implementation and ensure student mastery of the CCSS and other state content standards by incorporating CCSS-aligned curriculum, training the teachers in the implementation of such curriculum, and having consistent assessment of the fidelity of those programs. Assessment data will be reviewed and used on a regular basis for teachers to drive their instruction towards student mastery. More detail on assessments is found at [Element 3](#).

G. Educationally Disadvantaged Student Populations

The proposed Charter School believes that all students can learn and is committed to providing a differentiated program that allows students to achieve at their maximum capacity. To do so, the proposed Charter School will support all students through the instructional strategies described above and individualized instruction in general education settings wherein children have access to appropriate content and concepts and are provided the support and modifications required to access the curriculum. The educational program components also benefit educationally disadvantaged student populations. Small class sizes and block scheduling in the middle school enhance teacher student relationships. Common planning time fosters professional dialogue among teachers to address specific child needs such as Response to Instruction and Intervention, which is later explained in the section below entitled Students Achieving Below Grade Level. Teachers will analyze student data and performance to inform instruction, ensuring that all students are achieving and receiving the appropriate services within the context of curriculum delivery and instruction. Ongoing communication between families and the proposed Charter School will limit opportunities for students to fall behind. The previously cited *Coalition of Essential Schools' 10 Common Principles* also benefit educationally disadvantaged student populations. Examples of applicable principles include: 3) Goals should apply to all

students, while the means to these goals will vary as those students themselves vary, and; 10) Democracy and equity, the school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies.

The demographics of the nearby elementary schools merit additional consideration in the design of the educational program. Specifically, the target area elementary schools averaged student demographic data indicate that: 45% are minority, 65% are socioeconomically disadvantaged, 43% are English language learners, and 8% are students with disabilities. Moreover, the ability level in both English and the target language of the future students is unknown. Thus, the proposed Charter School will incorporate a wide variety of strategies, as described throughout this petition, to meet the needs of diverse learners.

Strategic Interventions

The proposed Charter School will incorporate the use of both vertical and horizontal strategic intervention for the elementary grades. This combination of heterogenous and homogenous regrouping strategies are consistent with “successful dual language programs...including some times when students are separated by native language or proficiency and others when students are integrated” (Howard et al, 2007). Lindholm-Leary (2005) elaborates that with homogeneous grouping “each group’s needs can be better met, particularly providing second language learning activities and approaches for the non-English language speakers.”

As an example of horizontal strategic intervention, fourth grade students will be regrouped based on English proficiency during the English language time block. Since all four target language students may participate in this regrouping, the reorganization occurs across four teachers. The highest achieving students will be clustered for enrichment and extension activities. On grade level students will be grouped for grade appropriate instruction. Struggling learners and English language learners can be divided between two groups for remediation and/or intervention. Alternatively, the students needing the most assistance can be clustered in as smallest group setting as possible to enable smallest possible teacher to learner ratio. The regrouping of students will vary based on current student needs and instructional activities.

Vertical strategic intervention may be demonstrated by regrouping fourth and fifth grade students participating in the Italian language for target language strategic instruction. However, since this reorganization is across two teachers, this will only yield two groups

instead of the up to four which may occur during horizontal regrouping. This vertical regrouping of students similarly benefits both advanced learners needing enrichment and struggling learners needing remediation and intervention. Both of these strategic regrouping for target language (vertical) and English language (horizontal) are visually represented in the following sample master schedule matrix for grades K-5.

Figure - Sample Elementary Master Schedule

Kinder/First	2nd/3rd		4th/5th	
TARGET 8:00 AM - 9:20 AM (80 mins)	TARGET 8:15 AM - 9:40 AM (85 mins.)		TARGET 8:15 AM - 10:00 AM (105 mins.)	
RECESS 20 mins.	RECESS 20 mins.		RECESS 20 mins.	
STRATEGIC TARGET grouped by ability 9:40 AM - 11:00 AM (80 mins.)	STRATEGIC TARGET grouped by ability 10:00 AM - 11:00 AM (60 mins.)		STRATEGIC TARGET grouped by ability 10:20 AM - 11:20 AM (60 mins.)	
RECESS 20 mins.	RECESS 20 mins.		RECESS 20 mins.	
LUNCH 25 mins.	LUNCH 25 mins.		RECESS 20 mins.	
ENGLISH 11:45 PM - 12:10 PM (25 mins.)	TARGET 11:45 PM - 1:45 PM (120 mins.)		LUNCH 25 mins.	
TARGET 12:10 PM - 1:25 PM (75 mins.)	TARGET 11:45 PM - 1:45 PM (120 mins.)		TARGET 11:45 PM - 1:05 PM (80 mins.)	
RECESS 20 mins.	STRATEGIC ENGLISH/ELD 1:05 PM - 2:50 PM (105 mins.)		TARGET 12:00 PM - 12:40 PM (40 mins.)	
STRATEGIC ENGLISH/ELD OPTIONAL FOR KINDER 1:45 PM - 2:25 PM (40 mins.)	STRATEGIC ENGLISH/ELD 1:45 PM - 2:50 PM (65 mins.)		STRATEGIC ENGLISH 12:40 PM - 2:55 PM (135 mins.)	
			STRATEGIC ENGLISH 12:40 PM - 2:55 PM (175 mins.)	

In the above sample master schedule matrix, instructional minutes may be summarized as follows:

	Kinder	First	Second	Third	Fourth	Fifth
Target Language Minutes	155	200	205	160	135	105
Target Language Strategic Minutes	80	80	60	60	60	60
Total Target Language Minutes	235	280	265	220	195	165
English Language Minutes	25	0	0	0	0	0
English Language Strategic Minutes	(40 opt)	40	65	110	135	165
Total English Languages	25 (+ opt)	40	65	110	135	165
Total Instructional Minutes	260 (+ 40)	320	330	330	330	330
Ratio Target:English	90:10	88:13	80:20	67:33	59:41	50:50

Note: Kindergarten students may participate in optional English Language Strategic time block after school, beyond the 10% in the model.

Students Achieving Below Grade Level

The proposed Charter School will implement protocols to ensure that students achieving below grade level are successful. For example, the proposed Charter School will determine the level of mastery in reading, writing, and mathematics for all students using baseline data and interim assessment data from the Smarter Balanced Assessment Consortium (SBAC) and other standardized assessments. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students. Strategies that are indicated for students achieving below grade level include: high expectation, reality-based teaching, active learning, varied grouping, cooperative learning, peer and cross-age tutoring, metacognition, varied assessments, and direct instruction. Classroom modifications include providing additional materials, visual aids, and preferential seating.

Students not adequately responding to academic or behavioral expectations will be referred to Response to Instruction and Intervention (RtI²) to provide a multi-tiered system of supports for these students. The proposed Charter School will identify students at-risk for poor learning outcomes through available data such as: individual testing,

teacher observations, interviews, review of school records, reports, and work samples, and parent input. The proposed Charter School will monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. The RtI² implementation will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the proposed Charter School, and assist with the identification of learning difficulties and problems. The RtI² model will have four essential components: a school-wide, multi-level instructional and behavioral system for preventing school failure; screening; progress monitoring; and data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with the law).

Faculty comprise the RtI² teams who will review (tier one meetings) the screening data and identify students in need of additional support through tier two intervention. For those students that meet benchmark standards from the administered assessments, they will continue to remain at tier one and be progress monitored until the next benchmark assessment. Those students not meeting benchmark standards will be identified and monitored to determine tier two status. The second tier involves instructional modifications and assessments that are developed for students who do not respond sufficiently to tier 1 strategies. At this stage, the process includes assessing students' skills and evaluating the instructional environment, curriculum, and delivery of instruction. Specific interventions are designed and delivered as needed, often in small-group contexts, and students' progress is measured frequently. Students not demonstrating progress in tier 2 interventions will progress into tier 3 status. At tier 3, instruction and interventions are further individualized and students may be referred for evaluation of eligibility for special education. Throughout this process, parents will be invited to participate as the proposed Charter School seeks to identify barriers to learning and strategies to overcome such barriers.

The Response to Instruction and Intervention process will be regularly reviewed for inclusion of the following ten components: 1) high-quality classroom instruction; 2) high expectations; 3) assessments and data collection; 4) problem-solving systems approach; 5) research-based interventions; 6) positive behavioral support; 7) fidelity of program implementation; 8) staff development and collaboration; 9) parent and family involvement; and 10) specific learning disability determination.

Low-achieving students may also be targeted for small group tutoring as well as a variety of intervention and enrichment activities such as: before- and after school tutoring and enrichment, and, after-school teacher office hours for homework help and individualized tutoring. Parents and guardians will be notified if their child is not meeting expectations and will be requested to participate in the intervention process.

Socioeconomically Disadvantaged/Low Income Students

The proposed Charter School will identify socioeconomically disadvantaged students based on students qualifying for the Federal Free and Reduced Lunch Program, a proxy for the level of poverty. The proposed Charter School anticipates serving a community that includes students who are socioeconomically disadvantaged and as such face particular challenges regarding poverty, employment, domestic violence, substance abuse and gangs. The proposed Charter School recognizes how these and other issues related to family income and the stigma of poverty may impact students' self-esteem and their perception of what they can achieve academically.

When teachers make judgments about students based on their socioeconomic levels, they may hinder students from having an equal opportunity for academic achievement. Thus, the proposed Charter School will ensure that its faculty and staff are trained to be sensitive to not single out students as members of this subgroup, but rather view students as individuals. The proposed Charter School will identify needs and monitor low socioeconomic students using the same criteria for all other subgroups/students. Teachers, counselors and administrative staff will work cooperatively in identifying any social, emotional, economic or academic needs of students and monitor their progress through data and assessment systems. Through the RtI² process, struggling students are identified, monitored, and appropriate support is provided.

The proposed Charter School's educational program is designed to meet the unique needs of socioeconomically disadvantaged students by: providing a small and safe learning environment where every student can receive individualized attention and support; establishing a culture of high expectations for all; relating content to students' prior knowledge and real world experiences, which has demonstrated to improve achievement for socioeconomically disadvantaged students; infusing the arts as a method of engaging students interest beyond the traditional classroom experience; providing support that students may not receive at home; providing peer group counseling service and clinical support through onsite school counselors, such as those provided through the Los Angeles County Department of Mental Health, with parent

consultation and authorization; monitoring that students' basic needs are met so that they can be academically successful; and partnering with community organizations to provide onsite and offsite services to students and families.

Gifted and Talented Students and Students Achieving Above Grade Level

Students identified as gifted or talented will be appropriately progress monitored. High achieving students will be identified as those who are: reading at least one or more years above grade level; scoring in the advanced range on internally developed standards-based benchmark assessments; demonstrating mastery in all core courses; and scoring in the advanced range on corresponding state assessments. Certain behaviors may also indicate a student's gifted ability. These include: they tend to get their work done quickly and may seek further assignments or direction; they ask probing questions that tend to differ from their classmates in depth of understanding and frequency; and they have interests in areas that are unusual or more like the interests of older students.

The proposed Charter School's teachers will provide gifted students with opportunities for more advanced learning through advanced coursework, curriculum enrichment, creative research projects, and/or portfolios. During strategic intervention time blocks as described earlier, gifted students are provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs. Applicable instructional strategies for advanced learners include: presenting content that is related to larger themes; integrating multiple disciplines into instructional activities; focusing on open-ended tasks; and encouraging the development of products that challenge existing ones and create new or revised ideas.

The proposed Charter School's small, individualized environment allows teachers to create learning activities that target the needs of students. Through differentiated instruction, teachers can create enriching lessons with additional learning activities for gifted and talented students, while meeting the needs of all learners in a given classroom. Middle school students who are academically ready for high school coursework will be provided opportunities for higher level coursework, such as Algebra. Accelerated students may also be provided enrichment opportunities outside of the core instructional program such as: additional exposure to visual and performing arts, exhibitions, and internships. Leadership will provide interested students an opportunity to engage in shared decision making, project oversight, and overall school improvement.

Parents and guardians will be notified if their child is exceeding expectations and will be requested to participate in the enrichment process. Applicable strategies include; reminding students to grapple with new ideas; seeing mistakes as opportunities to learn, not failures; encouraging problem-solving by offering options, rather than solutions; inspiring reading including non-fiction texts; and keeping expectations high. Parents can ask their students open-ended questions and guide students to question their own thinking. Parents could ask their child(ren) to teach them one thing they learned that day. Parents can help their children acquire technology skills by locating online articles or current events and reading them together and encouraging their student to find and learn about future plans for college or career. Parents can also communicate with the teacher by asking questions such as: Is this piece of work satisfactory? How can it be better? If my child wants to learn more about a subject, what resources are there to help his/her learning outside the classroom? How does my child defend interpretations of reading he/she researched? How can my child become better skilled at gathering information and citing material accurately?

Underachieving Gifted

Instructional strategies utilized for students at-risk will be incorporated for students who are gifted but do not have task commitment. By fostering active student involvement in their own learning, student interest and enthusiasm should increase. Teaching self-monitoring and self-management skills will help these students set their own goals and persevere when working on assignments. Grouping them with more motivated gifted students may also provide a peer model to help engage them in their own learning.

English Language Learners (ELL)

The proposed Charter School will comply with Federal, State, and District mandates regarding ELL education and redesignation of ELL students. The proposed Charter School will meet the requirements of Federal and State law relative to equal access to the curriculum for English Language Learner (ELL) students.

Two-way bilingual immersion programs do not replace English with another language, but provide students an opportunity to acquire a second (or third) language. Two-way bilingual immersion programs are additive programs in that a second language is acquired while maintaining the first language of the students (California Department of Education, Two-Way Bilingual Immersion Programs in California FAQs). California Education Code § 305 requires that, except by parental waiver, all children be placed in English language classrooms. Per California Education Code § 310, the requirement to

place an ELL in an English language classroom may be waived with prior written informed consent, to be provided annually, of the child's parent or legal guardian. Pursuant to Education Code §§ 311(b) and (c), the school principal and educational staff may recommend a waiver to a parent or guardian. Under approved parental waivers, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Pursuant to California Code of Regulations, Title 5, § 11309(b)(1), parents and guardians applying for a waiver must be provided with a full written description and on request from a parent or guardian, a spoken description of the structured English immersion program and any alternative courses of study and all educational opportunities offered by the school and available to the pupil. A full description of the educational materials to be used in the different options shall also be provided.

The proposed Charter School will adopt and implement its own plan for ELL students that includes the use of these waivers, and also meets the Federal, State, and District mandates for ELLs. In accordance with this plan, the proposed Charter School will timely identify potential ELLs and provide them with an effective English language acquisition program. The proposed Charter School's plan is based on sound educational theory; will be adequately supported by trained teachers; and will be periodically evaluated to ensure continued program success.

Identification

As required by California Education Code § 52164.1, the proposed Charter School will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey is part of the enrollment documents completed for all new students. In compliance with the United States Department of Education's Office for Civil Rights (OCR), if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child is classified as having a primary home language other than English. Within 30 calendar days of enrollment or 60 days prior to first enrollment, the proposed Charter School will assess the English proficiency of students whose primary home language may not be English using the California English Language Development Test (CELDT), or the English Language Proficiency Assessment for California (ELPAC) when adopted, as determined by the Home Language Survey and other indicators. The 30-day requirement applies to students who are entering a California

public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment. In addition, the proposed Charter School will research the student’s previous CELDT scores to determine progress toward English proficiency and to plan instructional support.

Designation

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient (I-FEP) or Limited English Proficient (LEP) using the guidelines in the Figure below. Should the State of California modify metrics for measuring English Language Proficiency or its recommendations for classification of LEP and I-FEP during the term of this charter, the proposed Charter School will adopt the state tool and recommendations. Such changes will not be considered a material change of this charter.

Figure - Designation Criteria

	Limited English Proficient (LEP)	Initial Fluent-English Proficient (IFEP)
K - 1st	CELDT Proficiency Level = 1 – 3 Listening/Speaking only	CELDT Proficiency Level = 4 – 5 Listening/Speaking only
2nd - 8th	Overall CELDT Proficiency Level = 1 – 3 OR Listening/Speaking = 1 or 2 Reading = 1 or 2 Writing = 1 or 2	Overall CELDT Proficiency Level = 4 – 5 AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher

Notification

The proposed Charter School will utilize the letter template resources available on the California Department of Education’s CELDT resources for notifying parents regarding initial identification, English proficiency, not yet reached proficiency, reclassification, and alternate assessments. The proposed Charter School will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days of receipt of scores. Following receipt of test results, parents or guardians will be informed of their rights and will be encouraged to participate in the reclassification process.

Progress Monitoring

The proposed Charter School will comply with applicable Federal and State laws in regard to the testing and service requirements for ELL students. This includes ongoing assessment, active progress monitoring, and redesignation. Students who are identified as Limited English Proficient will take the CELDT (or ELPAC) annually until they are reclassified. The progress of ELLs and reclassified fluent English proficient students (R-FEP) will be monitored on an ongoing basis and via various sources of data including annual CELDT assessment data, standardized assessments, report cards, progress reports, classroom performance, teacher evaluations, Response to Instruction and Intervention, parental feedback, and if applicable, Individualized Education Plans. This information will assist the proposed Charter School in determining student progress as well as the proposed Charter School’s effectiveness serving the needs of its ELL population. The teachers will work with school leadership to evaluate and improve services given to ELL students.

Reclassification

A combination of data based on the criteria identified in the California Education Code and recommended by the State Board of Education (SBE) will be used to determine eligibility for reclassification of students, as outlined in the Figure below. Should the State of California modify metrics and recommendations for reclassification during the term of this charter, the proposed Charter School will adopt the state tool and recommendations. Such changes will not be considered a material change of this charter.

Figure - Reclassification Criteria

	CELDT	Other
K - 1st	CELDT Proficiency Level = 4–5 Listening/Speaking only	Teacher Assessment SBAC in ELA, as applicable Parent consultation and approval
2nd - 8th	Overall CELDT Proficiency Level = 4–5 AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher	Teacher Assessment SBAC in ELA, as applicable Parent consultation and approval

Instruction, Services, and Supports for English Language Learners. The Common Core State Standards for English Language Arts and California State Standards for English

Language Development provide the foundation for the English Learner Program at the proposed Charter School, articulating rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready. The curriculum provides rich learning opportunities coupled with strategic instructional strategies to support all students in achieving English language fluency at their optimal pace. Please see the [Curriculum and Instructional Materials](#) section for more information on the English Language Development program. Key components of the proposed Charter School's English language learner program are:

- **Targeted Support.** Additional push-in and pull-out support is provided as needed to ensure English language learners have equal footing with native speakers across the curriculum, as well as within the school community. Through regular data analysis, teachers identify ELLs as well as R-FEP students, who may be struggling to access grade level content. These students receive individual, small group intervention, and/or targeted tutoring support.
- **Strategic English Language Development Class.** Targeted support for ELLs tailored to their proficiency level may be provided through strategic English Language Development (ELD) class during the regular instructional day and / or beyond the school day. Students scheduled into an ELD class will be monitored for academic progress.
- **Reading Intervention.** The Common Core emphasizes literacy across all content areas. As such, the proposed Charter School will make literacy instruction a priority across all content areas for all students and in particular English language learners. Reading classes focus on improving reading development, in particular, reading comprehension, fluency, phonemic awareness, phonics, and vocabulary development.

ELL Program Assessment. The evaluation of the effectiveness of the ELL Program at the proposed Charter School will include, but is not limited to, the following:

- Evaluation of achievement of ELLs, disaggregated by language proficiency level and years in program to determine adequate yearly progress. Achievement measures may include, but are not limited to, the following:
 - ELL students are making strong academic progress as measured by school-based assessments;
 - ELL students are classified as proficient in English in five to seven years, or less;
 - ELL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams; and

- ELL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students;
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design;
- Monitoring of student identification and placement; and
- Monitoring of availability of adequate resources.

If students are not making sufficient academic progress as indicated through CELDT results and/or other data, the proposed Charter School will modify its ELL program as needed. Data will guide any needed changes.

English Learner Advisory Committee (ELAC)

If there are more than 21 ELLs enrolled, the proposed Charter School will form an English Learner Advisory Committee (ELAC). Families will have the opportunity to participate on the school's ELAC to: advise the principal and staff on programs and services for English language learners; advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA); develop the proposed Charter School's needs assessment; implement the school's annual language census; and help make parents aware of the importance of regular school attendance.

Students with Disabilities

As indicated in the Educationally Disadvantaged Students in Immersion ([Educational Design Research](#)) section of this petition, immersion may be the only opportunity for bilingualism for students with disabilities. Accordingly, the proposed Charter School recognizes its responsibility to support students with disabilities who can benefit from its language programs. The proposed Charter School will comply with applicable State and Federal laws in serving students with disabilities, including but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (ADA), and any other civil rights enforced by the U.S. Department of Education's Office of Civil Rights (OCR). The proposed Charter School shall be solely responsible for its compliance with the aforementioned.

The proposed Charter School anticipates that an MOU will be developed between the proposed Charter School and District, which shall delineate the respective responsibilities

of the proposed Charter School and the District with regard to the funding and delivery of special education and related services.

Pursuant to Education Code Section 47641(a), the proposed Charter School reserves the right to become an independent local educational agency (LEA) and join a special education local plan area (SELPA) either on its own or with a grouping of charter school LEAs as a consortium. Accordingly, the proposed Charter School plans to apply to become an LEA member of the El Dorado County Office of Education (EDCOE) SELPA. The El Dorado County Charter SELPA was the first statewide charter-only SELPA. The El Dorado County Charter SELPA is a cooperative model designed to ensure special education programs are available for all students with disabilities. Since 2007, this SELPA has grown from four charter partners, operating 10 charter schools, to include 84 partners, operating 192 charter schools, representing over 85,000 students.

If the proposed Charter School will operate as an LEA of the EDCOE SELPA in accordance with Education Code § 47641(a), the District shall have no responsibility to ensure that the students who attend the proposed Charter School are provided a free appropriate public education. The proposed Charter School will assure that a free appropriate public education shall be provided to all enrolled students. Moreover, students with disabilities will have access to the full range of programs available to non-disabled students. The proposed Charter School shall comply with SELPA policies and procedures and shall utilize appropriate SELPA forms. The proposed Charter School shall comply with the SELPA Local Master Plan and perform all corrective actions deemed necessary by the SELPA. A change in LEA status or SELPA membership shall not require a material revision of this charter.

If the proposed Charter School operates as a public school of the District, solely for purposes of providing special education and related services under the IDEIA, pursuant to Education Code § 47641(b) and in accordance with Education Code § 47646 and 20 U.S.C. 1413, the District will provide special education services for students enrolled in the proposed Charter School to the extent required by law. Specifically, the District will serve children with disabilities in the same manner as it serves children with disabilities in its other schools and/or provide the proposed Charter School with an equitable share of Federal and State special education funding to support special education instruction or designated instructed and services to students enrolled in the proposed Charter School. The proposed Charter School reserves the right to contract with agencies and vendors outside the District when appropriate to secure special education services, including administrative support services.

Students with disabilities, per Federal law, will be fully integrated into the programs of the proposed Charter School, with the necessary materials, services, and equipment to support their learning. The proposed Charter School will ensure that any student with a disability attending the proposed Charter School is properly identified, assessed and provided with necessary services and supports.

The proposed Charter School will meet the requirements mandated within a student's individual education plan (IEP) and will seek to include all special needs students with their non-disabled peers to the maximum extent appropriate according to the IEP. However, if the student's needs as documented on the IEP, require a program other than inclusion, the proposed Charter School will work with the District and/or SELPA to provide an appropriate placement and services. The proposed Charter School will actively participate in all aspects of the IEP to enable the student to be successful, including additional supports, classroom modifications, strategies, and techniques. The proposed Charter School will make available student's work products for analysis and evaluation of progress and will participate in external IEP reviews, when applicable.

If a parent or faculty member believes the student's educational needs are not being met, a reassessment or a review of the IEP by the IEP team may be requested at any time during the year via written notice to the proposed Charter School. The proposed Charter School will encourage open communication between the parents and the District and/or SELPA for any items relating to special education services. Students at the proposed Charter School who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

The proposed Charter School will ensure that students with disabilities are identified in accordance with the policies and procedures of the SELPA. In order to comply with Child Find requirements as specified by law, the proposed Charter School will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, Response to Instruction and Intervention, referral, assessment, and IEP review.

Search and Serve

Students will be evaluated to determine proper class placement. Through collaboration between the principal and faculty, the proposed Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral

intervention plan. To better serve struggling learners, the proposed Charter School will utilize the Response to Instruction and Intervention process found at Students Achieving Below Grade Level ([Educationally Disadvantaged Student Populations](#)) section. Students who may be in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack thereof within the general program. Students who do not appropriately respond to Response to Instruction and Intervention may be referred to a formal special education assessment. The proposed Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. More information on Section 504 of the Rehabilitation Act of 1973 is found in the section so named ([Educationally Disadvantaged Student Populations](#)). Parents will be informed that special education and related services are provided at no cost to them.

If a student enrolls at the proposed Charter School with an existing IEP, the proposed Charter School will notify the SELPA within five days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the proposed Charter School shall work with the SELPA to implement the existing IEP at the proposed Charter School or as otherwise agreed by the parent or guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Although the proposed Charter School's internal method for referral for assessment is the Response to Instruction and Intervention process, the parent of any student suspected of needing or qualifying for special education services may also request a referral for an evaluation. Any such referrals will be responded to in writing by the proposed Charter School within 15 days. The proposed Charter School will notify the SELPA of the assessment request within five days of receipt. Parents will be informed that special education and related services are provided at no cost to them.

If the proposed Charter School, in collaboration with the SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program

(IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The principal will be responsible for gathering pertinent information and sharing such information with the SELPA, where applicable, according to SELPA policies. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided, if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to: individual testing; teacher observations; interviews; review of school records, reports, and work samples; and parent input.

Unless conflicting with SELPA policies and procedures, the proposed Charter School will follow the following assessment guidelines. If a conflict with policies and procedures exists, then the SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided, if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The proposed Charter School, in coordination with the SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every IEP eligible student who is assessed by the proposed Charter School will have an IEP that documents assessment results and eligibility determination for special education services.

The proposed Charter School, in collaboration with the SELPA, will ensure that the aspects of the IEP and school site implementation are maintained. The proposed Charter School will provide modifications and accommodations, as outlined within each individual student's IEP, in the general education environment taught by the general education teacher. Students at the school who have IEPs will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP, will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The principal or administrative designee;
- A special education teacher;
- A general education teacher who is familiar with the curriculum appropriate to that student;
- A SELPA special education representative; and
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited, as needed. Since the parent is a key stakeholder in these meetings, the proposed Charter School will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter, if necessary, to ensure

that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will explore alternate participation methods, such as telephone conferencing.

A copy of the IEP will be given to the parent in accordance with applicable laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by the proposed Charter School, in cooperation with the SELPA in which the proposed Charter School is a member. The IEP will include all required components and be written on the SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher believes that the student has demonstrated significant educational growth or a lack of anticipated progress;
- When an Individual Transition Plan (ITP) is required at the appropriate age; and
- When the proposed Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability (see Special

Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses in [Element 10](#)).

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member believes the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the proposed Charter School will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document: the method by which the student's progress toward achieving the annual goal(s) is measured; the student's progress during the relevant period; the extent to which it is anticipated the student will achieve the annual goal(s) prior to the next annual review; and if applicable, the reason(s) why the student did not meet the goal(s).

Staffing

The proposed Charter School is committed to ensuring all IEPs are properly implemented and students requiring services are adequately serviced.

The proposed Charter School will seek to employ at least one full-time teacher who in addition to having the proper credentials to teach a general education subject, also possesses a special education credential. This teacher, along with the principal of the proposed Charter School, will be the primary Charter School representatives tasked with ensuring that the aspects of the IEP, and any possible 504 plans, are properly implemented. All respective teaching staff at the proposed Charter School will ensure that IEPs and 504 plans are properly implemented.

Pending budgetary availability, the proposed Charter School will employ a Special Education Coordinator. That person's duties and responsibilities are further described in [Element 5](#). In the proposed Charter School's initial years, this position may be divided among appropriately credentialed faculty and staff. As indicated earlier, the proposed Charter School may seek related services from the District or SELPA as well as contract with outside service providers, when necessary.

Reporting

The proposed Charter School, in collaboration with the District and/or SELPA, will collect and maintain the following information on disabled students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from State assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended in-school and out-of-school, organized by disability and length of suspensions; and
- The basis of exit from the proposed Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

Necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the proposed Charter School principal. The principal or administrative designee will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The principal or administrative designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP. The proposed Charter School will ensure that the confidentiality of identifiable data be protected at the collection, storage, disclosure, and destruction stages.

Procedural Safeguards

Parents or guardians of students with IEPs at the proposed Charter School must give written consent for the evaluation and placement of the student, be included in the decision-making process when there may be a change in placement or is under

consideration, and be invited, along with teachers, to conferences and meetings to develop the student's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the proposed Charter School within five days, after which a meeting between the parent and the proposed Charter School will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will annually provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions. The proposed Charter School will utilize the Notice of Procedural Safeguards used by the District or SELPA in which it is a member.

Dispute Resolution

In the event that a parent or guardian files a request for a due process hearing or request for mediation, the District and proposed Charter School shall work together to defend the case, so long as the proposed Charter School operates as a school of the District for special education purposes. In the event that the District determines that legal representation is needed, the proposed Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

So long as the proposed Charter School operates as a school of the District for special education purposes, the District may initiate a due process hearing or request for mediation with respect to a student enrolled in the proposed Charter School if the District determines such action is legally necessary or advisable. The proposed Charter School agrees to cooperate fully with the District in such a proceeding. So long as the proposed Charter School operates as a school of the District for purposes of special education, the proposed Charter School concedes to the District's 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 proposed Charter School student necessary to protect its rights.

Should the proposed Charter School operate as an LEA in the EDCOE SELPA, the proposed Charter School reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education. Parents or guardians also have the right to file a complaint with District and/or California State

Department of Education if they believe that the school has violated Federal or State laws or regulations governing special education.

Special Education Strategies for Instruction and Services

The proposed Charter School will comply with least restrictive environment by making every attempt to educate special education students along with their non-disabled peers. Offering a comprehensive inclusion program, the proposed Charter School will mainstream all of its students as much as is appropriate according to each individual IEP. The Charter will ensure that students with disabilities either under the Individuals with Disabilities Improvement Act (IDEIA) or Section 504 are included in State assessment programs with appropriate accommodations and modifications, when necessary and appropriate. Since each student's IEP requires different kinds of modifications for instruction and services, the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so. Additional relevant and applicable instructional strategies are discussed throughout the [Educationally Disadvantaged Student Populations](#) section of this petition.

Special Education Professional Development

The principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with Federal and State special education laws, including those sponsored by the District or affiliated SELPA. So long as the proposed Charter School operates as a "school of the Authorizer" for special education purposes, the District agrees to allow the proposed Charter School staff to access all Special Education related professional development opportunities that are available to other employees of the District. The proposed Charter School will also seek professional development opportunities for its staff through potential trainings facilitated by the Los Angeles County Office of Education, local colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act of 1973

The proposed Charter School 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 the proposed Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the proposed Charter School.

A 504 team will be assembled by the principal and shall include the parent/guardian, 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:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient; and/or
- Tests which were selected and administered 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 factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

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 assessment under the IDEIA 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 the 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 the proposed Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary. All 504 team parents, guardians, teachers, and any other participants in the student's education must have a copy of the student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the substitute reviews the 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least annually to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

H. Curriculum and Instructional Materials

The proposed Charter School is committed to supporting a curriculum with high-level academics and an international focus that will create students who are not only citizens of their own country, but of the world. *Guiding Principles for Dual Language Education*, Second Edition, (Howard et al, 2007) affirms that "Research on effective schools has also shown that successful outcomes result from a program model that is grounded in sound theory and best practices associated with an enriched — not remedial — instructional models."

At the proposed Charter School, students will share the responsibility for their learning. They will develop an increased awareness of their own thinking, including attitudes, habits, and dispositions. Student-initiated learning involving choice, collaboration, and active participation produces higher levels of interest and accomplishment in students. Curricula and instructional materials will be aligned to corresponding adopted standards. Multimedia and primary source texts will be embedded whenever feasible. To enable students to better interface with future technologies, such as computer-based state standardized assessments and workforce software, the proposed Charter School will incorporate the use of technology into the curriculum. Below are additional details organized by discipline.

Literacy

California's Common Core State Standards (CCSS) for English Language Arts, describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college- and career-readiness. The separate set of literacy standards for content courses, Literacy in History/Social Studies, Science, and Technical Subjects, focus on communication, reading

and writing skills required for college and career success across key academic content areas. Knowledge and skills are organized in the following areas: reading (literature), reading (informational text), reading (foundational skills), writing, speaking and listening, and language. The standards focus equally on fiction and nonfiction and support a balance of literacy and informational text. They emphasize text complexity, canonical texts, and text evidence.

While students continue to demonstrate mastery of enabling skills such as reading, writing, and computing, they must also prepare for the additional basics, which include problem solving, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work collaboratively. The intent of the proposed Charter School curriculum is to equip students with the level of literacy needed to participate as informed citizens in a global society, function effectively in the world of work, and realize personal fulfillment. Students not demonstrating mastery will be provided remediation opportunities through activities such as: strategic intervention, push-in, and/or pull-out. A sampling of literacy targets is provided for grade configurations K-2, 3-5, and 6-8.

Primary literacy curricula in both English and the target languages will enable learners to demonstrate phonological awareness and phonemic awareness. Environmental print, sight words, and letter-sound relationships will be used to read text. Learners will demonstrate the ability to decode words using structural analysis. While listening to and discussing a variety of grade-appropriate text, learners will begin to use reading strategies. They will begin to read with fluency and to comprehend text. Learners will compose a variety of text and edit their written work. They will continue to develop writing skills and share their work with others. Learners will begin to formulate and answer research questions and record information. Learners will participate in small and large group discussions with an emphasis on developing listening and speaking skills. Students will also learn about the respective target language related cultures.

Upper elementary literacy curricula in both English and the target languages will enable learners to determine the meaning of unfamiliar words in text using their knowledge of structural analysis. Pupils will expand their vocabulary and knowledge of words through context, word study, and various resources. They will read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils will generate their own ideas to compose paragraphs using the writing process, with an awareness of audience and purpose. Pupils will revise drafts and then edit for mechanics, word usage, and sentence structure. They will formulate

questions, research a topic, and write multi-paragraph papers to inform or persuade. Pupils will also write summaries. Learners formulate a topic, conduct research, and record information. They will participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Middle school literacy curricula in both English and the target languages enables pupils to continue expanding reading comprehension skills using structural analysis. Pupils will expand their vocabulary and knowledge of words through context, word study, and multimedia resources. They will read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Learners will use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils will revise drafts and then edit for mechanics, word usage, and sentence structure. They will formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Pupils will also write summaries. Pupils may publish their work. They will participate in and sometimes lead group discussions. Pupils will expand active listening skills and demonstrate public speaking techniques.

Languages other than English (LOTE)

A central tenant of the educational program is that all students develop bilingualism and biliteracy. Accordingly, corresponding standards to be addressed for the target languages include both the Common Core State Standards and World Language Content Standards for California Public Schools. The curricula for Immersion students will focus on deepening and expanding the students' existing knowledge of the target languages of French, German, Italian, or Spanish. The curricula for students entering the Acquisition track in sixth grade will also focus on deepening and expanding the students' knowledge of the target languages, but includes both a conversationally-focused course in addition to the grammar-focused course. This dual-approach design, which is being replicated from the International Studies Charter School in Miami, is intended to accelerate language acquisition in the target language. Students already fluent in another language may enroll into the acquisition track to learn a tertiary language. Such options further demonstrate the core values of diversity and multilingualism.

Target language courses begin with the grammatical groundwork and move through successively more challenging and complex material at each grade level. As students progress in target language studies, model sentences and reading passages gradually increase in length and complexity. Students will be able to enter coursework at levels

corresponding with their demonstrated level of proficiency. Special long-range projects will be designed to recognize multiple intelligences in student learning styles and interests. Teachers will use multimedia, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students will write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

The proposed Charter School recognizes the value of opportunities for instruction in other world languages to support student participation in an increasingly global society. As enrollment and student interest in other languages build, the proposed Charter School may offer additional world languages to meet the needs of students and families.

English Language Development (ELD)

California's English language development (ELD) standards are aligned to California's Common Core State Standards for English language arts and address English language and literacy skills English language learners (ELL) need in key content areas. California's English Language Development Standards may fully be integrated within the two-way dual language program design. Moreover, the strategic English intervention regrouping also coincides with the example provided for English learners. Specifically, the ELD standards indicate that "An EL might be in a newcomer program, a structured English immersion program, a mainstream program where ELs receive specialized ELD instruction, a separate ELD class, or a bilingual/dual-language program. The CA ELD Standards apply to all of these settings and are designed to be used by all teachers of academic content and of ELD in all these settings, albeit in ways that are appropriate to the setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development—such as an ELD class where ELs are grouped by English language proficiency level."

The proficiency level descriptors (PLDs) provide an overview of stages of English language development that English language learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELLs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors are intended to guide teachers to provide ELLs with targeted instruction in English language development as well as differentiated instruction in academic content areas. The PLDs also emphasize that ELLs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social

and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Within the PLDs, three general levels of support are identified: substantial, moderate, and light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for implementing the ELD Standards appropriately at each proficiency level. Teachers use specially designed academic instruction in English (SDAIE) methodologies to help ELLs learn grade-level content in the core curriculum.

Mathematics

California's Common Core State Standards progression from kindergarten to higher mathematics exemplifies the three principles of focus, coherence, and rigor. The first principle, focus, means that instruction should focus deeply on only those concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence arises from mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Finally, rigor requires that conceptual understanding, procedural skill and fluency, and application be approached with equal intensity.

Two types of standards are included: mathematical practice standards (identical for each grade level) and mathematical content standards (different at each grade level). These standards together address both "habits of mind" that students should develop to foster mathematical understanding and expertise and skills and knowledge—what students need to know and demonstrate. The mathematical practice standards describe behaviors that all students will develop in the Common Core Standards. These practices rest on important "processes and proficiencies" including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence. The mathematical content standards were built on progressions of topics across grade levels, informed by both research on children's cognitive development and by the logical structure of mathematics. A sampling of mathematics learning targets is provided below for grade configurations K-2, 3-5, and 6-8.

In the early childhood mathematics curricula, learners begin to recognize, read, write, and count numbers to twenty and use one-to-one correspondence. An understanding of data develops through collecting, organizing, and recording information using objects and pictures. Basic addition facts through sums to ten and the corresponding subtraction facts are introduced. Learners will use skip counting, begin to identify place value, and develop an understanding of equal parts of a whole. The foundation for algebraic reasoning is built through sorting and patterning. Algebraic reasoning continues to develop as pupils describe, extend, and use patterns to solve problems. Pupils will represent mathematical situations using numbers, symbols, and words. Measurement concepts include temperature, time to the nearest quarter hour, decimals to show money amounts, and standard units of measurement. Geometric concepts expand as pupils compare and describe two- and three-dimensional geometric figures, identify lines of symmetry, and sort objects by attributes. Data is collected and represented using tallies, tables, pictographs, and bar graphs. Pupils will make predictions using informal concepts of probability.

As learners progress into upper elementary mathematics curricula, they continue developing their understanding of the number system and place value. Pupils will demonstrate immediate recall of addition, subtraction, and multiplication facts and identify, read, and write simple fractions. Measurement concepts include appropriate units of measure to the nearest half unit, money notation, time to the nearest minute, and elapsed time to the nearest half hour. Informal concepts of probability are expanded. Pupils will use estimation as they generate and solve problems. Patterns and relationships are identified, described, and represented numerically and algebraically. Algebraic concepts are expanded to include modeling, explaining, and solving open number sentences. Geometric concepts are expanded to include symmetry, congruence, and coordinate geometry. Measurement is developed as pupils estimate and measure within customary and metric systems, show understanding of perimeter and area, identify equivalent periods of time, and solve problems involving monetary amounts. Spatial sense and geometric concepts are extended as pupils develop an understanding of the relationship between and among two- and three- dimensional figures and represent geometric shapes on a coordinate plane. In data analysis, pupils will design surveys to collect, display, and analyze data to make predictions and draw conclusions.

Through the middle school mathematics curricula, learners continue their development of number theory to include fractions, decimals, percents, prime and composite

numbers, factors, and rules of divisibility to solve problems. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. Pupils will refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. Pupils will solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Pupils will begin to evaluate statistical arguments based on accuracy and validity. Pupils will synthesize, generalize, and apply knowledge and strategies to new situations.

Science

Every California Next Generation Science Standard (NGSS) has three dimensions: disciplinary core ideas (DCI), scientific and engineering practices (SEP), and cross-cutting concepts (CCC). The standards contain Performance Expectations (PEs) written in a way that express the concepts and skills to be performed. The categories of DCIs include: life sciences, earth and space sciences, and physical sciences. SEPs and CCCs are designed to be taught in context, integrated with multiple core concepts throughout each year. Engineering is integrated with the science standards through the Engineering Technology Standards (ETS), also called the Engineering Design Standards. Common Core State Standards will be incorporated, as may be appropriate, within science curricula.

Throughout course progression, emphasis is placed on the development of critical thinking skills, as well as, on the role of creativity in scientific thought. Students of all grade levels are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collection, and drawing conclusions from data. Students will learn correct lab procedures and safety and develop sound reasoning and thoughtful questioning as well as, conduct short-term and long-term projects. A sampling of science targets is provided for grade configurations K-2, 3-5, and 6-8.

Early childhood learners will use observations to describe patterns of what plants and animals (including humans) need to survive. They will construct arguments supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. Pupils will ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. They will analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. Learners will make observations to determine the

effect of sunlight on Earth's surface. Pupils will read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. They will use observations of the sun, moon, and stars to describe patterns that can be predicted and provide evidence that Earth events can occur quickly or slowly. Learners will plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Pupils will construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

As learners progress, they will develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. They will construct arguments that some animals form groups that help members survive. Learners will use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. They will plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Pupils will define a simple design problem that can be solved by applying scientific ideas about magnets. They will identify evidence from patterns in rock formations and fossils in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time. Students will apply scientific ideas to design, test, and refine a device that converts energy from one form to another. Learners will plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. They will develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. Learners will represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. They will make observations and measurements to identify materials based on their properties. Students will define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Middle school science curricula enables learners to construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. They will develop and use a model to describe how unequal heating and rotation of the earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Learners will plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of

the sample. Learners will construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. They will analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. Learners will develop models to describe the atomic composition of simple molecules and extended structures. They will define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. Pupils will analyze and interpret data to determine scale properties of objects in the solar system. They will develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. Learners will analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Sciences

The social sciences curricula will largely be taught in the target languages and is aligned to the History-Social Science Framework for California Public Schools. Social science instruction is critical not only to the future success of the social, economic, and political system but to the immediate and measurable success of student performance on the Common Core State Standards. Accordingly, Common Core State Standards will be incorporated, as may be appropriate, within the social sciences curricula.

The Framework provides guidance for instruction which enables students to understand historical trends and current social, political, economic, and cultural conditions. Students will comprehend ideas central to liberty, responsible citizenship, and representative government and how these elements have evolved into institutions and practices that guide their decision making as future voters and leaders. Knowledge of the history - social science disciplines (history, geography, economics, political science, anthropology, psychology, sociology, and the humanities) is essential in developing individual and social intelligence; preparing students for responsible citizenship; comprehending global interrelationships; and understanding the vital connections among past, present, and future.

The goals of the Framework are organized into three broad categories: 1) knowledge and cultural understanding which incorporates learnings from history and the other humanities, geography, and the social sciences; 2) democratic understanding and civic

values, incorporates an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities; and 3) skills attainment and social participation, which include basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship. Each of these goal categories further develops into basic learnings serving as curriculum strands. A sampling of these strands include:

- **Historical Literacy.** Developing research skills and a sense of historical empathy, understanding the meaning of time and chronology, analyzing cause and effect, understanding the reasons for continuity and change, recognizing history as common memory, with political implications, understanding the importance of religion, philosophy and other major belief systems.
- **Ethical Literacy.** Recognizing the sanctity of life and dignity of individual; understanding the ways in which different societies have tried to resolve ethical issues; understanding the ideas that people profess affect their behaviors.
- **Cultural Literacy.** Understanding the rich, complex nature of a given culture, recognizing relationships among the various parts of a nation's cultural life; learning about the myths, legends, values of people; recognizing that literature and art shape and reflect the inner life of a people; taking pride in their own cultural heritages and developing a multicultural perspective that respects the dignity and worth of all people.
- **Geographic Literacy.** Developing an awareness of place; developing location skills and understanding; understanding human and environmental interaction; understanding human movement; understanding world regions and their historical, cultural, economic, and political characteristics.
- **Economic Literacy.** Understanding the basic economic problems confronting all societies; understanding comparative economic systems; understanding the basic economic goals; performances and problems of our society; understanding the international economic system.
- **Socio-Political Literacy.** Understanding the close relationship between social and political systems; understanding the close relations between society and the law; understanding comparative political systems.

Social sciences curricula will be presented in sequential grade appropriate themes which include: Learning and Working Now and Long Ago; A Child's Place in Time and Space; People Who Make a Difference; Continuity and Change; California: A Changing State, United States History and Geography: Making a New Nation; World History and

Geography: Ancient Civilizations; World History and Geography: Medieval and Early Modern Times; United States History and Geography: Growth and Conflict.

Physical Education and Health Education

The California Physical Education Model Content Standards will guide the physical education program. In the elementary grades, the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. In middle school, the content standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

The five overarching physical education model content standards for elementary and middle school students are as follows: 1) Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities; 2) Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities; 3) Students assess and maintain a level of physical fitness to improve health and performance; 4) Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance; and 5) Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Health Education Content Standards will guide those respective studies. Four essential characteristics of health-literate individuals are woven throughout the health education standards. These include: 1) critical thinkers and problem solvers when confronting health problems and issues; 2) self-directed learners who have the competence to use basic health information and services in health-enhancing ways; 3) effective communicators who organize and convey beliefs, ideas, and information about health issues; and 4) responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure.

The eight overarching health content standards to be addressed are: 1) Essential Health Concepts; 2) Analyzing Health Influences; 3) Accessing Valid Health Information; 4) Interpersonal Communication; 5) Decision Making; 6) Goal Setting; 7) Practicing Health-Enhancing Behaviors; and 8) Health Promotion.

Visual and Performing Arts

Aligned to the Visual and Performing Arts Content Standards for California Public Schools, courses in the arts ground students in the rigor, detail, and focus of art in various forms, such as visual arts, dance, music, or theater. Although art will be integrated and infused throughout the curricula, when appropriate, the proposed Charter School believes in the integrity of each of the art forms. Each discipline also provides rich and complex points of view on the world and human experience. Each offers analytical and theoretical perspectives, a distinct history, varied interpretations, as well as, innumerable connections to all human activity. Therefore, the curriculum focuses on comprehensive, sequential learning across the four arts disciplines, each including its own skills, knowledge, and techniques. Instruction in the arts occurs through a hands-on orientation. Accordingly, students should be continually involved in the work, practice, and study required for effective and creative engagement in all disciplines.

Student and parent interest, school budget, and school facilities will be integral considerations when determining which art programs will be offered at the the middle school level. Such courses may be also presented in an exploratory wheel format and include: visual arts such as painting, drawing, film making, set design, sculpture, and ceramics; music such as instrumental, digital, choral, composition, music theory, and orchestra; theatre such as: acting, improvisation, direction, production, set design, and costume design; and dance such as: folklorico, jazz, flamenco, ballet, tap, hip hop, choreography, and drill.

Design

Design and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. Design courses may include coding, CAD, digital design, website development, engineering, and architecture. Design: challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the core of design. Design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyze problems; the development of feasible solutions; the creation of solutions; and

the testing and evaluation of the solution. In design, a solution can be a model, prototype, product or system independently created and developed by students. Design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The aims of design encourage and enable students to: enjoy the design process, and develop an appreciation of its elegance and power; develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle; use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems; develop an appreciation of the impact of design innovations for life, global society and environments; appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts; develop respect for others' viewpoints and appreciate alternative solutions to problems; and act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Student and parent interest, school budget, and school facilities will be integral considerations when determining which design programs will be offered at the middle school level.

Advisory

Advisory is a middle school course which provides opportunities to teach non-standards-based concepts which are fundamental to a learner's holistic growth. Students help one another to understand, internalize, and practice the proposed Charter School's core values. Emphasis will be placed on global responsibility and tolerance. Activities include writing, character education, goals, peer tutoring, discussions of school issues and current events, and helping or expressing appreciation for particular groups within the school. Students will have leadership and service opportunities. As the proposed Charter School aims to become a spirited and caring family for its stakeholders, advisory enables students to get to know each other as they talk through issues and plan service projects. Students will also practice goal setting and monitor progress thereof. The learner attributes sought to be developed are consistent with those identified in the IB learner profile.

Anticipated course offerings within the middle school are further detailed below:

Figure - Curricular Progression for Middle School Grades

Subject Area	Sixth		Seventh		Eighth	
	Q 1 & 2	Q 3 & 4	Q 1 & 2	Q 3 & 4	Q 1 & 2	Q 3 & 4
Language A English Language Arts/ English Language Development	ENGLISH 1 OR HONORS ENGLISH 1		ENGLISH 2 OR HONORS ENGLISH 2		ENGLISH 3 OR HONORS ENGLISH 3	
Language B French/Italian German/Spanish <i>(grouped by ability)</i>	<i>Acquisition Students:</i> FRENCH 1 GERMAN 1 ITALIAN 1 SPANISH 1 <i>Immersion Students:</i> FRENCH LANGUAGE & LITERATURE 1 SPANISH LANGUAGE & LITERATURE 1 ITALIAN LANGUAGE & LITERATURE 1 GERMAN LANGUAGE & LITERATURE 1		<i>Acquisition Students:</i> FRENCH 2 GERMAN 2 ITALIAN 2 SPANISH 2 <i>Immersion Students:</i> FRENCH LANGUAGE & LITERATURE 2 SPANISH LANGUAGE & LITERATURE 2 ITALIAN LANGUAGE & LITERATURE 2 GERMAN LANGUAGE & LITERATURE 2		<i>Acquisition Students:</i> FRENCH 3 GERMAN 3 ITALIAN 3 SPANISH 3 <i>Immersion Students:</i> FRENCH LANGUAGE & LITERATURE 3 SPANISH LANGUAGE & LITERATURE 3 ITALIAN LANGUAGE & LITERATURE 3 GERMAN LANGUAGE & LITERATURE 3	
Mathematics	ADVANCED MATH OR PRE ALGEBRA		PRE ALGEBRA OR ALGEBRA		ALGEBRA OR GEOMETRY	
Science	INTEGRATED SCIENCE 1		INTEGRATED SCIENCE 2		INTEGRATED SCIENCE 3	
Humanities	<i>Acquisition Students:</i> WORLD HISTORY - PREHISTORY - 500 CE <i>Immersion Students:</i> WORLD HISTORY - PREHISTORY - 500 CE Taught in Target Language [French, Spanish, Italian, German]		<i>Acquisition Students:</i> WORLD HISTORY 500-1700 <i>Immersion Students:</i> WORLD HISTORY 500-1700 Taught in Target Language [French, Spanish, Italian, German]		<i>Acquisition Students:</i> HISTORY 1700-PRESENT, SPECIAL EMPHASIS ON AMERICAN HISTORY <i>Immersion Students:</i> HISTORY 1700-PRESENT, SPECIAL EMPHASIS ON AMERICAN HISTORY Taught in Target Language [French, Spanish, Italian, German]	
Physical Education	PHYSICAL EDUCATION		PHYSICAL EDUCATION		PHYSICAL EDUCATION	
Design and Arts Elective <i>Immersion students take Design plus 2 arts electives. Acquisition Students take Design plus 1 arts elective.</i>	DESIGN* AND VISUAL OR PERFORMING ARTS	DESIGN OR VISUAL OR PERFORMING ARTS	DESIGN* AND VISUAL OR PERFORMING ARTS	DESIGN OR VISUAL OR PERFORMING ARTS	DESIGN* AND VISUAL OR PERFORMING ARTS	DESIGN OR VISUAL OR PERFORMING ARTS
Language C <i>for Acquisition or Tertiary Language Students only.</i>	CONVERSATIONAL: FRENCH GERMAN ITALIAN SPANISH		CONVERSATIONAL: FRENCH GERMAN ITALIAN SPANISH		CONVERSATIONAL: FRENCH GERMAN ITALIAN SPANISH	

Instructional Materials

The proposed Charter School will incorporate instructional materials already identified and in use at Benjamin Franklin Elementary School and International Studies Charter School. Although certain texts and published curricular materials are essential as guiding resources in core courses, the proposed Charter School’s educators will be given the support and freedom to bring additional resources into the classroom in order to provide curriculum that is appropriate in meeting diverse student needs.

The principal will lead a regular faculty review of instructional materials to determine which resources best meet the needs of the students in the implementation of the educational program. Such review may identify alternative instructional materials, such as those published by Santillana USA which are Common Core aligned and were developed for use in Spanish dual language programs. Additional curricula may be identified by each of the core departments after a lengthy study and analysis. All

materials that will be considered primary resources must be able to be aligned to the applicable standards. Materials must also be compatible with the school's emphasis on: active learning strategies in a two-way dual immersion program and block schedule; problem-based learning; cognitive science research that proves the curriculum and its recommended pedagogical methods develop conceptual and in-depth understanding; and multiple assessments, including projects.

A sampling of the instructional materials already in use by the model schools include:

French – Kindergarten

Core Books

Découvrir le monde avec les mathématiques GS [Discovering The World With Mathematics For Kindergarten, Teacher Manual], D.Valentin, Hatier, 2005.

Mon cahier Maternelle, Grande Section, Tout le programme 5-6 ans [My Kindergarten Practice Book, Kinder, The Entire Program 5-6 years old], Kerstin Hache- Thibon, Fernand Nathan, 2013.

Supplemental Books

Phono Grande Section maternelle et début du CP: Développer les compétences phonologiques, Sylvie Cèbe, Jean-Louis Paour, Hatier, 2004.

Imagier maternelle et CP: 240 cartes à découper, Roland Goigoux, Sylvie Cèbe, Jean-Louis Paour, Hatier, 2004.

Mes premières lettres minuscules sur une ardoise, Virginie Chiodo, Bordas, 2011.

Mes premières lettres majuscules bâton sur une ardoise, dès 4 ans, Virginie Chiodo, Bordas, 2011.

German – Second Grade

Core Books

Frohes Lernen Lesebuch zur Fibel [Happy learning storybook for the reader]. Klett.

Frohes Lernen Fibel [Happy learning reader]. Klett.

Kunterbunt Lesebuch [A colorful (motley) storybook] Klett.

Kunterbunt Sprachbuch [A colorful (motley) language reader]. Klett.

Das ABC-Haus [The ABC House]. Klett.

Lies mal 4+5+6 [Read!]. Jandorf

Supplemental Books

Das neue Deutschmobil 1 Lehrbuch 1. Lehrwerk für Kinder Mit Audio CD. Klett.

Das neue Deutschbuch für Kinder Arbeitsbuch 1. Klett.

Das neue Deutschmobil Testheft 1. Klett.

Das neue Deutschmobil Wörterheft 1. Klett.

Lehrerhandbuch zu Deutschmobil 1. Klett.

Translated version of 'How Bread is Made.' The Sunshine reading series ('Wie Brot hergestellt wird').

Translated version of 'Anansi and the Talking Melon.' Holiday House Publishers ('Anansi und der sprechende Kuerbis').

Translated version of 'Anansi and the Magic Stick.' Holiday House Publishers ('Anansi und der magische Stecken').

Translated version of 'Anansi and the Moss-Covered Rock.' Holiday House Publishers ('Anansi und der moosbedeckte Stein').

Translated version of 'Anansi goes fishing.' Holiday House Publishers ('Anansi geht fischen').

Translated version of 'Anansi Party Time.' Holiday House Publishers ('Anansi Party-Zeit').

Spanish – Third Grade

Core Books

California Tesoros de lectura: Book 1 and Book 2, Macmillan/McGraw-Hill, 2010.

Vistas de California: Comunidades de California, Macmillan/McGraw-Hill, 2007.

Matematicas diarias, The University of Chicago Mathematics Project, The Wright Group/McGraw-Hill, 2008.

Libro de consulta del estudiante: (Workbook) Volume 1 & 2. The University of Chicago Mathematics Project, The Wright Group/McGraw-Hill, 2008.

California Ciencias, Macmillan/McGraw-Hill, 2008.

Italian – Fourth Grade

Core Books

Nel Giardino delle Storie 4 [The Garden of the Stories 4: Reading, Writing and Expressive Language Skills]. M. C. Peccianti. Giunti Scuola: 2009.

Il Libro delle Abilità 4: Scrittura, Ascolto e Parlato [The Book of Writing, Listening and Speaking Skills 4]. M. C. Peccianti. Giunti Scuola: 2009 (exercise book for 'Nel Giardino delle Storie 4')

Gramma 4: Ortografia, Morfologia, Sintassi [Grammar 4: Orthography, Morphology, Syntax]. Costa Doniselli, Taino La Spiga

Nel Giardino dei Saperi 4 [The Garden of Knowledge 4]. A. Valentini et al. Giunti Scuola: 2009.

Nel Giardino dei Saperi. Libro degli Esercizi 4 [The Garden of Knowledge. Exercise Book 4]. Giunti Scuola: 2009.

Nel Giardino Riflessione sulla Lingua 4-5 [The Garden. Reflections on the Italian Language 4-5]. M.C. Peccianti. Giunti Scuola.

Nel Giardino 4/5: Laboratori Espressivi [The Garden 4-5. Writing Laboratory]. T. Porcella. Giunti Scuola: 2009.

Il Mio Primo Dizionario. Nuovo MIOT [My First Dictionary: New Edition]. Giunti Junior: 2010.

Supplemental Books

Castelli in Aria: Lingua e Linguaggi 4. M. Puggioni. D. Branda. C. Binelli. Gunti del Borgo: 2009 (alternative core book series).

Castelli in Aria: Laboratorio di Scrittura 4-5. M. Puggioni. D. Branda. C. Binelli. Gunti del Borgo: 2011.

Castelli in Aria: Riflessione Linguistica 4-5. M. Puggioni. D. Branda. C. Binelli. Gunti del Borgo: 2009.

Il Nuovo Tutto Esercizi Italiano 4. Giunti Scuola: 2005.

Io, Tu e Pilù 2-3: Il libro delle Stagioni e delle Feste. Arte Musica Movimento Creatività. L. Valdiserra, Giunti Scuola: 2008.

Mate 4. E. Costa, L. Doniselli, A. Taino. La Spiga: 2009.

Mate Amica 4: Libroquaderno. La Spiga: 2009.

Pianeta Scrittura 4. F. Carrera. Modern School (La Spiga): 2003 (più come assessment per gli insegnanti).

Noi Cittadini del Mondo: Cittadinanza e Costituzione 4/5. L. Valdiserra. Giunti Scuola: 2009.

Guida Giunti Scuola. Italiano 4 [Giunti School Instructor's Guide for Italian Language Arts 4]. E. Bernacchi. Giunti Scuola: 2009 (guida per l'insegnante).

I. Transferability of Courses and Parent Notification

Middle school students completing high school coursework, such as Algebra 1, will be able to transfer such courses for high school credit. The proposed Charter School will consult on a regular basis with stakeholders regarding the school's educational program. Parents and students will receive information regarding middle school courses at activities such as: articulation, parent meetings during scheduling for each semester, and at the beginning of each school year. Course lists will be available to parents and students throughout the school year and will be available in the target languages.

J. Teacher Professional Development

A growing body of research indicates that teacher expertise is the most important factor in student achievement (*What Matters Most: Teaching for America's Future*). "Even after controlling for prior achievement, student demographics, and geographic location, teacher quality at the school level is associated with student achievement (Fuller, 2010)." Since "the single largest factor in improving the educational outcome of a student is the effectiveness of that student's teacher....the priority in a school should be to create a culture of effective teachers (Wong, 2010)." These studies have no doubt influenced corresponding national policymaking. *The Effective Teaching and Leading Act*, introduced in 2013, finds that "teacher quality is the single most important in-school factor influencing student learning and achievement (US Senate Bill 1063)." Research also indicates that the one of the greatest factors a central office, or in this particular case the proposed Charter School's Governing Board, can contribute (to the success of an instructional program) is to maintain a singular focus on improving instruction (Marzano and Waters, 2009). This emphasis on quality professional development will enable the proposed Charter School to focus on providing quality instruction and improving upon it.

The proposed Charter School will promote, support and cultivate the preparation and competence of teachers through ongoing high-quality professional development. The proposed Charter School expects teachers to be inspired, motivated, and knowledgeable in both curriculum and methodology. In accordance with the proposed Charter School's mission, teachers will be expected to know their students in depth and to be able to analyze and utilize student data to design, plan and execute rigorous, standards-based long-range plans, as well as daily lessons to meet individual student needs in both the target and English language, as may be applicable.

Professional development is key to the success of faculty and staff. The proposed Charter School's principal will survey the faculty and conduct a needs assessment to determine which professional development activities are needed. These survey results will guide the professional development scheduling and triage which training(s) will take priority.

Professional development will include activities related to the school's mission, educational philosophy, multicultural and culturally relevant curriculum, language acquisition and integration strategies, as well as 21st century skills. Teachers and staff will have formal and informal opportunities to provide feedback on the effectiveness of their professional development activities. The feedback instruments utilized will seek to determine if the needs of the participants were fulfilled and yielded meaningful growth

and development. This information in conjunction with the aforementioned self-identified needs will guide the framework for subsequent professional development. Activities which are consistently identified by faculty to strengthen the school's mission and educational philosophy will be refined and repeated.

Coaching

Onsite coaching will be provided for teachers in instructional strategies including those for minority student populations classified as socioeconomically disadvantaged, at-risk, special education, and English language learners. Professional development on how to differentiate instruction will include: teacher modeling, scaffolding, questioning, group practice, peer teaching, integration, practice and review. Positive behavioral intervention and supports (PBIS) professional development will be ongoing to ensure that the behavioral philosophy of the school is effectively implemented. The depth and frequency of the training or coaching will depend on formal observations and the teacher's prior experience or lack thereof. In addition, training on effective assessment practices; Common Core State Standards, Next Generation Science Standards, and California State Standards; development of pacing guides and instructional focus calendars; Common Board Configuration; data disaggregation/analysis; and first aid/CPR will be offered. Safety trainings, such as bloodborne pathogens and workplace harassment, will be offered to respectively meet Occupational Safety and Health Administration (29 CFR [1910.1030\(g\)\(2\)](#)) and California's Department of Fair Housing and Employment guidelines. Child abuse mandated reporting training consistent with the Child Abuse and Neglect Reporting Act (CANRA) will be provided via www.mandatedreporter.ca.com. Selected staff will be able to participate in Crisis Prevention Institute (CPI) or similar nonviolent crisis intervention trained.

Common Planning and Professional Learning Communities

The master schedule will be designed to allow for common planning in order to facilitate ongoing professional development through professional learning communities (PLCs) throughout the year. The school's administration will lead the regular onsite professional development of the faculty and staff and coordinate departmental and other meetings. School leadership will also provide professional support to faculty such as meeting: with teachers for small-group professional development; grade level and/or departments meet with each other and the administrative team to coordinate integrated instructional activities, disaggregate data, discuss student needs, and share effective practices.

To further promote a collaborative culture among teachers and facilitate ongoing professional growth, teachers will be given opportunities throughout the year to observe the instructional practices of their colleagues. Professional learning communities may take years to effectively develop. Thus, allocated monthly planning time will foster professional learning communities (PLCs) which enables educators to join forces to promote ongoing growth and development (Barton & Stepanek, 2012). Vescio, Ross, & Adams (as cited in Barton & Stepanek), further indicate that for PLCs to be most effective “[they] must be able to articulate their outcomes in terms of data that indicate changed teaching practices and improved student learning.” Accordingly, this planning time will also be utilized to progress monitor data and brainstorm Response-to-Intervention (RtI²) strategies. This deliberate effort to review data to improve and exploit effective instructional practices will reduce opportunities for any achievement gap disparities.

Mentorship and Offsite Professional Development

Mentorship opportunities will be provided for new teachers. School-wide professional development will occur on site on designated professional development days. Teachers will be encouraged to seek out other professional development opportunities based upon school-based and self-identified needs. Through its affiliation agreement, International Studies Charter (Florida) will also provide professional development opportunities. As funds may be available, grade level lead teachers and other lead staff will be provided with opportunities to attend off-site professional conferences. Attendees of offsite conferences will autonomously select the workshops of particular interest to them based on their identified professional development needs.

Summer Institute and Professional Growth Plans

The school’s onsite professional development will begin with a five-day summer institute in the preceding week before each school year begins. The administrative team will facilitate the training. Additional trainers may be brought in for specialized topics such as special education, SDAIE strategies, CPR, and the incorporation of technology.

At the beginning of the school year, teachers will meet with school administration to conduct a self-assessment of their own needs in order to create their own professional growth plan. This individualized teacher plan, approved by the administration, incorporates goals aligned to school-wide, grade-level and individual student achievement data to plan an appropriate professional development program that enhances teacher competence and instructional practice.

An outline of the professional development plan for the first year may include topics such as:

- New teacher orientation: collaboration, PLCs, ISLA's vision and mission and other relevant charter components, building school culture, language development strategies;
- Safety Protocols: emergency response, school wide rules, mandated reporting, PBIS;
- Regulatory training: child abuse, blood borne pathogens, first aid and CPR Training, relevant school plans, California Standards for the Teaching Profession, state priorities;
- Support: Response to Instruction and Intervention (RtI²), SPED compliance (accommodations and modifications);
- Effective Instruction: lesson planning, supporting English language learners: ELD and Specifically Designed Academic Instruction in English (SDAIE) strategies, technology integration, content area specific professional learning communities; and
- Discipline Guidelines: promoting student engagement and a positive learning environment through appropriate classroom management

K. Local Control and Accountability Plan (LCAP)

The proposed Charter School will comply with the requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, and for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). These priorities are as follows:

- Quality Teachers, Curriculum, and Facilities (Basic Services);
- Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups;
- Parental Involvement;
- Student Achievement;
- Student Engagement;
- School Climate;
- Course Access and Enrollment; and
- Student Outcomes.

Furthermore, the proposed Charter School acknowledges and agrees that it will comply with applicable laws and regulations related to AB 97 (Local Control Funding Formula).

Beginning in fiscal year 2016-17, and in accordance with California Education Code §§ 47604.33 and 47606.5, the proposed Charter School will comply with the elements of the Local Control Accountability Plan (as further described in Element 2) pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals, and corresponding assessments throughout the duration of the charter. The proposed Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to California Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as may be changed from time to time. The proposed Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to GUSD and the Los Angeles County Superintendent of Schools on or before July 1 of each year.

The proposed Charter School shall comply with the requirements of California Education Code § 47606.5, including but not limited to the requirement that the proposed Charter School “shall update the goals and annual actions to achieve those goals identified in the charter.” Moreover, the proposed Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” The goals aligned to the eight state priorities are found in the next Element.

Element 2: Measurable Pupil Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with 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. Education Code § 47605(b)(5)(B).*

The measurable student outcomes for the proposed Charter School are designed to reflect a dedication to educate students so that they can flexibly apply the skills and information they have learned in school to a variety of settings for the purpose of making the world a better place. Student outcomes are measured according to applicable adopted standards, the proposed Charter School's definition of an educated person in the 21st century, and the proposed Charter School's mission. Students will demonstrate progress toward meeting and exceeding these learning goals through their performances on a variety of assessments. Through high academic expectations, an optimal learning environment, and the use of assessments to drive and inform instruction, students will acquire the skills needed for higher education and will acquire the skills to be thoughtful and altruistic members of society in the 21st century.

A. Measurable Goals of the Educational Program

While the proposed Charter School's educational program does not focus on standardized testing, the proposed Charter School students will take applicable statewide standardized tests, as comprised within the California Assessment of Student Performance and Progress (CAASPP) administration; the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC), once available; and the Physical Fitness Testing (PFT). Other standardized assessments to measure student growth may include: AIMSweb Curriculum-Based Measurement, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), or Renaissance Learning's STAR assessments. Instruments to measure student growth in the target languages may include: Aprenda 3, Duolingo, Early Language Listening and Oral Proficiency Assessment (ELLOPA), Foreign Language Oral Skills Evaluation Matrix (FLOSEM), French Heritage Language Program (FHLP) diagnostic assessments, National

Online Early Language Learning Assessment (NOELLA), Rosetta Stone, Spanish Assessment of Basic Education (SABE), Spanish Heritage Language (SHL), Standards-based Measurement of Proficiency (STAMP), and Student Oral Proficiency Assessment (SOPA). The proposed Charter School will also develop internal standards-aligned benchmark diagnostic assessments at all grade levels. Faculty and staff will utilize test results to determine students' academic needs, and will create learning plans to address these needs in order to reach instructional goals. The Governing Board and school leaders will analyze test results from the perspective of teacher education. Gaps in student knowledge will become the focus of action research in the classroom and appropriate teacher professional development experiences will be chosen if school leadership deems it necessary. As a result of these efforts, it is anticipated that achievement scores will rise gradually throughout the first five years of the charter.

The proposed Charter School has clearly defined school wide outcome goals in compliance with California Education Code §§ 47605(b)(5)(B) and 52060(d) as described in the charts below. The proposed Charter School will pursue schoolwide and subgroup outcome goals. These goals will be measured by varied instruments, as previously discussed, that are standards-aligned and reflect applicable state priorities detailed in California Education Code § 52060(d). For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as set forth in Education Code §52052 for the purposes of identifying actions and services for subgroups within the LCAP, and for the purposes of measuring API performance: "(i) The subgroup consists of at least 50 pupils each of whom has a valid test score and (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores."

Measurable student outcomes will correlate to Common Core and California Content standards, as measured by statewide, standardized assessments, and teacher developed instruments. Formative assessments will take the form of in-class work (such as investigations) and homework assignments. Summative assessments will take the form of unit quizzes and tests. These assessments are standard throughout the educational program and are not described in the charts below.

Conditions of Learning

The charts below delineate the proposed Charter School's schoolwide and subgroup specific annual actions and expected measurable outcomes aligned to the eight state priorities. As the State revises standardized assessment tools (e.g., SBAC, CELDT/ELPAC,

Next Generation Science Standards-aligned assessment) and new school performance measures (e.g., API), the proposed Charter School will update its plans and goals accordingly. The charts below demonstrate the manner in which the proposed Charter School intends to align annual performance goals to the state priorities. The 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" as defined in Education Code § 47607. Actions intended to ensure that the proposed Charter School meets these goals and targets are also detailed throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.)

CHART 1 - Teacher Assignments and Credentialing

CONDITIONS OF LEARNING: TEACHER ASSIGNMENTS AND CREDENTIALING <i>Teachers will be appropriately assigned, and fully credentialed in the subject areas for their assignment, including EL authorization. Education Code § 44258.9.</i>					Related State Priorities: X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
					Local Priorities: <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
SPECIFIC ANNUAL ACTIONS					
-The hiring process will include thorough review of teacher qualifications, screening for a valid California Teaching Credential, as well as a <i>Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate and/or Cross-cultural, Language and Academic Development (CLAD) Authorization</i> relevant to the assignment. -Quarterly reviews of credential status will be held to check for upcoming expirations. -Annual evaluations and informal reviews will be administered and areas for growth will be identified.					
EXPECTED ANNUAL MEASURABLE OUTCOMES					
Applicable Student Groups	2016-2017 (Baseline)	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide) English Language Learners Special Education	100% of teachers will hold appropriate credential for their assignment.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (Schoolwide)	100% of teacher evaluations, using the California Standards for the Teaching Profession (CSTP) to monitor teacher effectiveness will be conducted and areas of growth will be identified.	Strive to maintain baseline. Minimum of one informal and one formal evaluation per year will be held.	Strive to maintain baseline. Minimum of one informal and one formal evaluation per year will be held.	Strive to maintain baseline. Minimum of one informal and one formal evaluation per year will be held.	Strive to maintain baseline. Minimum of one informal and one formal evaluation per year will be held.

CHART 2 - Standards Aligned Instructional Materials

CONDITIONS OF LEARNING: STANDARDS ALIGNED INSTRUCTIONAL MATERIALS <i>Every student will have access to standards-aligned instructional materials, including English Learners, to master the Common Core State Standards appropriate to their respective coursework.</i> <i>Education Code § 17002(d).</i>						Related State Priorities: X1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
SPECIFIC ANNUAL ACTIONS						
-Annual planning and purchasing oversight will ensure adequate funding for instructional materials. -Curriculum materials will be inventoried and reviewed for alignment with Common Core and California Content standards. -Conduct ongoing review of standards-based curriculum and academic achievement data in order to improve and refine comprehensive and consistent delivery of high quality standards-based program for all students including, ELLs, socioeconomically disadvantaged students, and foster youth. -Set baseline performance targets annually, monitor student progress, including subgroup monitoring. -Faculty will participate in professional development on Common Core implementation strategies for addressing the needs of socioeconomically disadvantaged students and SDAIE strategies for EL students, with a focus on critical thinking, problem-solving, and real-world applications. -Implement personalized intervention strategies and programs, including Response to Intervention (RTI), to meet the individual needs of students.						
EXPECTED ANNUAL MEASURABLE OUTCOMES/METRICS AND METHODS FOR MEASURING						
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021	
All Students (Schoolwide)	The school will provide 100% of students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program.	Maintain baseline.	Maintain baseline.	Maintain baseline.	Maintain baseline.	
All Students (Schoolwide)	Teachers will receive training and support specific to the alignment and implementation curriculum to common core state standards.	100% will receive training.	100% will receive training.	100% will receive training.	100% will receive training.	
English Learners; Socioeconomically Disadvantaged	Teachers will receive ongoing professional development on SDAIE strategies to ensure ELL access to the content, and will also be trained in strategies addressing the needs of socioeconomically disadvantaged students.	100% will receive training.	100% will receive training.	100% will receive training.	100% will receive training.	
All Students (Schoolwide); English Learners	The School Site Council and Governing Board will review annual curriculum planning, purchases, and inventory of instructional materials needed to maintain sufficient materials and ensure alignment to state standards.	Annual planning and inventory will occur.	Annual planning and inventory will occur.	Annual planning and inventory will occur.	Annual planning and inventory will occur.	

CHART 3 - Facilities

CONDITIONS OF LEARNING: FACILITIES School facilities will be kept in good repair. <i>Education Code § 60119.</i>						Related State Priorities: X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
						Local Priorities: <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
SPECIFIC ANNUAL ACTIONS						
-Adequate personnel will be hired to ensure the facility is cleaned daily and maintained appropriately. -Annual planning by a variety of stakeholders, including Administration, School Site Council, and Governing Board, will ensure adequate funding for facilities maintenance and improvement projects. -A system of regular facility inspections will occur to screen for safety compliance. -Facilities and maintenance requests will be addressed timely. -The Annual Climate Survey will be administered and will call for stakeholder input regarding facilities.						
EXPECTED ANNUAL MEASURABLE OUTCOMES						
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021	
All Students (Schoolwide)	Percentage of positive answers to questions regarding school facility in Annual Climate Survey will yield 70% positive answers.	Baseline +2%	Baseline +5%	Baseline +6%	Baseline +7%	
All Students (Schoolwide)	100% compliance in systematic school facilities safety compliance checks.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	
All Students (Schoolwide)	Regular oversight review from Administration, School Site Council, and Governing Board of facilities maintenance, spending and improvement projects.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	

CHART 4 - Implementation of Academic Content and Performance Standards for ELL

CONDITIONS OF LEARNING: IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS, ENSURING ENGLISH LEARNERS TO GAIN CONTENT KNOWLEDGE AND ENGLISH LANGUAGE PROFICIENCY <i>Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English Learners to access the common core academic content standards adopted pursuant to Education Code § 60605.8 and the English language development standards adopted pursuant to former EC § 60811.3, as that section read on June 30, 2013, or EC § 60811.4, for purposes of gaining academic content knowledge and English language proficiency.</i>						Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
PUPIL OUTCOMES: STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> - Measured Progress and Performance on statewide assessment (such as SBAC, as available) - The Academic Performance Index (API) (as available) - Percentage of ELLs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) -EL reclassification rate.						Local Priorities: x: Target Language Proficiency
SPECIFIC ANNUAL ACTIONS						
<p><u>Conduct Assessments & Data Analysis:</u></p> <ul style="list-style-type: none"> -Administer formative and summative ELA/literacy, target language, math, science, and social science assessments and analyze data by subgroup. -Adhere to systematic collection of the home language survey and implementation of the ELL diagnostic. -Administer CELDT/ELPAC annually to all ELL Students, analyze data, and design a master schedule that supports interventions. - Administration and designated faculty will regularly communicate with ELL students and provide guidance on reclassification requirements and help students set goals for reclassification. -RFEP students will be progress monitored, and interventions will be provided as necessary. <p><u>Implement Interventions</u></p> <ul style="list-style-type: none"> -The master schedule will promote English and target language proficiency for all students, to ensure all students achieve proficiency in the common core academic content. In addition to the curriculum and standards-aligned texts, English Learners other struggling learners will be provided with reading intervention to help students achieve rapid improvement in literacy skills and advance their reading ability to grade level proficiency. All ELL students will access CCSS aligned curriculum, taught by teachers who have ELL certification and will receive intentional instruction for ELL Learners throughout their classes that incorporates SDAIE strategies. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> - Provide professional development onsite and offsite to ensure knowledge of and applications of standards and ensure standards are implemented in the classroom. Onsite professional development will also incorporate strategies for addressing the needs of socioeconomically disadvantaged students and English Learner students. -Ongoing professional development on standards-based instruction (including CCSS, Next Generation Science Standards, and CA Social Studies) for all teachers, with emphasis on how to make CCSS accessible to ELL students for all teachers will occur. -Creation of CCSS-aligned writing rubrics for use across the curriculum. -Administrative staff will conduct walkthroughs, evaluations using the CSTP rubric, and will set professional goals with teachers. 						
EXPECTED ANNUAL MEASURABLE OUTCOMES						
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021	
All Students, All Subgroups	Administer CAASPP (SBAC), CELDT/ELPAC, and other assessments. Analyze data for all first year enrolled students. Develop plans for increased proficiency in target language and core subject areas. Student performance on CAASPP Statewide Assessments in ELA, Math, and Science will meet or exceed the proficiency scores at comparable schools for students enrolled in the school program for 3 years or more.	1 st Yr. Enrolled Students: Establish Baseline. 2 nd Year Enrolled Students: Baseline + growth	1 st Yr. Enrolled Students: Establish Baseline. 2 nd Year Enrolled Students: Baseline + growth 3 rd Year Enrolled Students: meet or exceed similar school's proficiency rate, and increase individual student growth.	1 st Yr. Enrolled Students: Establish Baseline. 2 nd Year Enrolled Students: Baseline + growth 3 rd Year+ Enrolled Students: meet or exceed similar school's proficiency rate, and increase individual student growth.	1 st Yr. Enrolled Students: Establish Baseline. 2 nd Year Enrolled Students: Baseline + growth 3 rd Year+ Enrolled Students: meet or exceed similar school's proficiency rate, and increase individual student growth.	

English Learners	The master schedule will allow for ELL Students and other students not proficient in English and target language receive strategic grouping push in and pull out interventions. Students will advance in proficiency.	Growth will occur, and proficiency will be achieved by third year of enrolled in school.	Growth will occur, and proficiency will be achieved by third year enrolled in school.	Growth will occur, and proficiency will be achieved by third year enrolled in school.	Growth will occur, and proficiency will be achieved by third year enrolled in school.
English Learners	ELL students will advance at least one performance level per CELDT/ELPAC each academic year and will reclassify at a rate that meets or exceeds	ELL students will advance at least one level per CELDT/ ELPAC each academic year and will reclassify at a rate that meets or exceeds	ELL students will advance at least one level per CELDT/ ELPAC each academic year and will reclassify at a rate that meets	ELL students will advance at least one level per CELDT/ ELPAC each academic year and will reclassify at a rate that meets or exceeds comparable school reclassification	ELL students will advance at least one level per CELDT/ ELPAC each academic year and will reclassify at a rate that meets
	comparable school reclassification rates by the third year of enrollment* *Due to the high amount of instruction time in the target language during the early grades, it is expected that students' English proficiency may lag behind their non-immersion peers. Therefore, lower goals have been set to account for this delay for those first few years, but eventually students will outperform their non-immersion peers, as compared to similar schools, for students who are in the program for 3 or more years.	comparable school reclassification rates by the third year enrolled.	or exceeds comparable school reclassification rates by the third year enrolled.	rates by the third year enrolled.	or exceeds comparable school reclassification rates by the third year enrolled.
All Students, All Subgroups	SBAC participation rate will be at 95% or above.	95% or greater.	95% or greater.	95% or greater.	95% or greater.

<p>All Students All Subgroups</p>	<p>1st Year enrolled students -Establish baseline API performance. Develop growth plans to meet API targets.</p>	<p>1st Year enrolled students -Establish baseline API performance. Develop growth plans to meet API targets.</p> <p>2nd Year enrolled students: show growth toward API targets.</p>	<p>1st Year enrolled students -Establish baseline API performance. Develop growth plans to meet API targets.</p> <p>2nd Year enrolled students: show growth toward API targets.</p> <p>3rd Year enrolled students:will meet or exceed the state growth targets, schoolwide and for statistically significant subgroups.</p>	<p>1st Year enrolled students -Establish baseline API performance. Develop growth plans to meet API targets.</p> <p>2nd Year enrolled students: show growth toward API targets.</p> <p>3rd Year enrolled students:will meet or exceed the state growth targets, schoolwide and for statistically significant subgroups.</p>	<p>1st Year enrolled students -Establish baseline API performance. Develop growth plans to meet API targets.</p> <p>2nd Year enrolled students: show growth toward API targets.</p> <p>3rd Year enrolled students:will meet or exceed the state growth targets, schoolwide and for statistically significant subgroups.</p>
---------------------------------------	--	---	---	---	---

CHART 5 - Pupil Outcomes: Student Achievement

PUPIL OUTCOMES: STUDENT ACHIEVEMENT						Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
<p><i>Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, 51210. The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education and other studies that the prescribed by the governing board.</i></p>						Local Priorities: <input checked="" type="checkbox"/> Target Language Proficiency
COURSE ACCESS						
<p><i>The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as ELL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>"Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>						
SPECIFIC ANNUAL ACTIONS						
<ul style="list-style-type: none"> -Provide professional development onsite and offsite to further knowledge of and applications of CCSS alignment and best practices in target language instruction. -Teachers will implement the lesson plan rubric and will be evaluated with the CSTP rubric. -There will be an annual review of the lesson plan rubric and Administration will meet and discuss results and set goals. -Establish baseline and benchmark assessments in the target language and core subjects to measure student proficiency and growth. -Develop a Wellness Policy that reflects schoolwide health and physical fitness goals. Review plan compliance annually. 						
EXPECTED ANNUAL MEASURABLE OUTCOMES						
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021	
All Students (Schoolwide) All Subgroups; Gifted Students	Teachers will attend CCSS aligned professional development.	Ongoing opportunity for training and support, resulting in CCSS aligned pacing guides and lesson plans.	Ongoing opportunity for training and support, resulting in CCSS aligned pacing guides and lesson plans.	Ongoing opportunity for training and support, resulting in CCSS aligned pacing guides and lesson plans.	Ongoing opportunity for training and support, resulting in CCSS aligned pacing guides and lesson plans.	
All Students (Schoolwide) All Subgroups; Gifted Students	Teachers will implement lesson plan rubric and will be evaluated by an administrator with the CSTP rubric annually. Professional growth plans will be followed.	Maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	

Foster Youth, ELL Students, and Socioeconomically disadvantaged students	Establish a policy and progress monitoring system - counseling, financial, remediation, and otherwise -necessary to support the educational success of subgroups.	Adhere to policy and revise (as necessary) to increase proficiency and growth.	Adhere to policy and revise (as necessary) to increase proficiency and growth.	Adhere to policy and revise (as necessary) to increase proficiency and growth.	Adhere to policy and revise (as necessary) to increase proficiency and growth.
All Students (Schoolwide) All Subgroups	<u>English</u> : Establish a baseline at every applicable grade level, including all applicable student subgroups, percentage of students who score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy.	Baseline +1% growth	Baseline +2% growth.	Baseline +3% growth	Baseline +4% growth
All Students (Schoolwide) All Subgroups; Gifted Students	<u>Math</u> : Establish a baseline at every applicable grade level, including all student subgroups, percentage of students who score proficient or higher on the CAASPP statewide assessment in the area of Math.	Baseline +1% growth	Baseline +2% growth.	Baseline +3% growth	Baseline +4% growth
All Students (Schoolwide) All Subgroups; Gifted Students	<u>Science</u> : Establish a baseline at every applicable grade level, to measure grade level skills and content knowledge in life, earth and space and physical science, using the	Baseline +1% growth	Baseline +2% growth.	Baseline +3% growth	Baseline +4% growth

<p>All Students (Schoolwide) All Subgroups; Gifted Students</p>	<p>Next Generation Science Standards.</p> <p><u>Social Sciences:</u> Establish a baseline at every applicable grade level to measure grade level skills and content knowledge in history, civics and social science.</p>	<p>Show individual growth and increased proficiency rates.</p>	<p>Show individual growth and increased proficiency rates.</p>	<p>Show individual growth and increased proficiency rates.</p>	<p>Show individual growth and increased proficiency rates.</p>
<p>All Students (Schoolwide) All Subgroups; Gifted Students</p>	<p><u>Target Language Proficiency:</u> Implement a program that supports dual immersion learning and work toward grade-level proficiency by 3rd year of enrollment in the program.</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program.</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program</p>
<p>All Students (Schoolwide) All Subgroups; Gifted Students</p>	<p><u>Visual and Performing Arts:</u> Students will have access to visual and performing arts curriculum.</p>	<p>Students reach high standards in visual and performing arts, aimed at developing aesthetic appreciation and the skills of creative expression.</p>	<p>Implement arts integration and purchase supplemental materials to expand the core curricula.</p>	<p>Implement arts integration and purchase supplemental materials to expand the core curricula.</p>	<p>Implement arts integration and purchase supplemental materials to expand the core curricula.</p>
<p>All Students (Schoolwide); All Subgroups; Gifted Students</p>	<p><u>Health:</u> Adopt and comply with school wellness policy. Review annually.</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in health and wellness.</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in health and wellness.</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in health and wellness.</p>

<p>All Students (Schoolwide) All Subgroups; Gifted Students</p>	<p>Next Generation Science Standards.</p> <p><u>Social Sciences:</u> Establish a baseline at every applicable grade level to measure grade level skills and content knowledge in history, civics and social science.</p>	<p>Show individual growth and increased proficiency rates.</p>	<p>Show individual growth and increased proficiency rates.</p>	<p>Show individual growth and increased proficiency rates.</p>	<p>Show individual growth and increased proficiency rates.</p>
<p>All Students (Schoolwide) All Subgroups; Gifted Students</p>	<p><u>Target Language Proficiency:</u> Implement a program that supports dual immersion learning and work toward grade-level proficiency by 3rd year of enrollment in the program.</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program.</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program</p>
<p>All Students (Schoolwide) All Subgroups; Gifted Students</p>	<p><u>Visual and Performing Arts:</u> Students will have access to visual and performing arts curriculum.</p>	<p>Students reach high standards in visual and performing arts, aimed at developing aesthetic appreciation and the skills of creative expression.</p>	<p>Implement arts integration and purchase supplemental materials to expand the core curricula.</p>	<p>Implement arts integration and purchase supplemental materials to expand the core curricula.</p>	<p>Implement arts integration and purchase supplemental materials to expand the core curricula.</p>
<p>All Students (Schoolwide); All Subgroups; Gifted Students</p>	<p><u>Health:</u> Adopt and comply with school wellness policy. Review annually.</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in health and wellness.</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in health and wellness.</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in health and wellness.</p>

				health and wellness.	
All Students (Schoolwide); All Subgroups; Gifted Students	<u>Physical Education:</u> Administer Fitnessgram, for applicable grade levels, and provide opportunity for student development in strength, flexibility, and stamina.	Meet or exceed Statewide proficiency level.	Meet or exceed Statewide proficiency level.	Meet or exceed Statewide proficiency level.	Meet or exceed Statewide proficiency level.

CHART 6: Student Engagement

ENGAGEMENT: STUDENT ENGAGEMENT <i>Pupil engagement, as measured by all of the following, as applicable:</i> (A) School attendance rates. (B) Chronic absenteeism rates. (C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.						Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
						Local Priorities: <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
SPECIFIC ANNUAL ACTIONS						
<p>Attendance and Absenteeism:</p> <ul style="list-style-type: none"> -School leaders and teachers will maintain a positive school climate and will work with students and families to manage student behavior issues and concerns. -Teachers will be trained to implement Positive Behavior Intervention Strategies (PBIS) that specifically address students with chronic absenteeism, utilizing early intervention through actions such as daily telephone notifications, weekly written notifications, Response to Intervention (RtI), and restorative justice practices -Provide counseling and support services to address the root cause of chronic absenteeism. <p>Safety and School Connectedness:</p> <ul style="list-style-type: none"> -Administration will administer a School Climate Survey to parents, students and teachers annually -The School will provide engaging co-curricular and extracurricular opportunities to further enhance students' sense of belonging and community. 						
EXPECTED ANNUAL MEASURABLE OUTCOMES						
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021	
All Students (Schoolwide) All Subgroups	Annual School Climate Survey results will indicate positive results with respect to the schoolwide activity dedicated to promoting self-motivation, safety, and connectedness.	Positive results + growth on annual climate survey.	Positive results + growth on annual climate survey.	Positive results + growth on annual climate survey.	Positive results + growth on annual climate survey.	
Socioeconomically Disadvantaged; Foster Youth; ELL Students	Allocate sufficient funds and resources to implement a program (such as RtI) that adequately addresses the needs of subgroups.	Achieve and document progress executing RtI to support subgroups.	Achieve and document progress executing RtI to support subgroups.	Achieve and document progress executing RtI to support subgroups.	Achieve and document progress executing RtI to support subgroups.	
All Students (Schoolwide) All Subgroups	Strive for an ADA of 95% or greater.	Strive for ADA greater than baseline.	Strive for ADA greater than baseline and prior year.	Strive for ADA greater than baseline and prior year.	Strive for ADA greater than baseline and prior year.	
All Students (Schoolwide) All Subgroups	Strive for a grade level promotion rate that is higher than comparable schools.	Strive for a grade level promotion rate that is higher than comparable schools.	Strive for a grade level promotion rate that is higher than comparable schools.	Strive for a grade level promotion rate that is higher than comparable schools.	Strive for a grade level promotion rate that is higher than comparable schools.	
All Students (Schoolwide) All Subgroups	Strive for truancy rates lower than comparable schools.	Strive to maintain baseline and lower truancy rate.	Strive to maintain baseline and lower truancy rate.	Strive to maintain baseline and lower truancy rate.	Strive to maintain baseline and lower truancy rate.	

CHART 7 - Parental Involvement

ENGAGEMENT: PARENTAL INVOLVEMENT <i>Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i>		Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8			
		Local Priorities: <input type="checkbox"/> : _____ <input type="checkbox"/> : _____			
SPECIFIC ANNUAL ACTIONS					
<p>-Host frequent events, like coffee with the principal, Parent Teacher Association meetings, Campus Beautification events, and retreats, to encourage parent engagement. Parents will also be offered varied opportunities to volunteer at the school.</p> <p>-Ensure that parents are informed of participation opportunities through a variety of methods, including newsletters, phone calls and orientation meetings.</p> <p>- The Founding Team will help establish the initial Parent Teacher Association to drive parental input and community outreach.</p> <p>-A School Site Council (SSC), comprised of parents, teachers and classified employees, will be established to help make decisions or advise the principal on the school budget and various academic or school improvement plans, such as the Local Education Agency Plan (LEAP), the Single Plan for Student Achievement (SPSA), the Local Control and Accountability Plan (LCAP), and the Western Association Accreditation of Schools and Colleges (WASC) Action Plan.</p> <p>-Host no less than 4 town hall meetings per year to consult with stakeholders on progress and development of the LEAP, SPSA, LCAP, and WASC.</p> <p>-Special or standing committees, which may include parents, will be established by the Governing Board or principal to work on various school initiatives, including English Learner Advisory Committee (ELAC).</p> <p>-Provide secured digital access to the student information system, thus increasing parent ability to track academic progress.</p>					
EXPECTED ANNUAL MEASURABLE OUTCOMES					
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Hold a minimum of 5 parent events per year and track parent participation.	Strive to maintain baseline, strive for growth in # of parents attending events.	Strive to maintain baseline, strive for growth in # of parents attending events.	Strive to maintain baseline, strive for growth in # of parents attending events.	Strive to maintain baseline, strive for growth in # of parents attending events.
English Learners	Establish an English Learners Advisory Committee (ELAC) with 50% parent members. Meet a minimum of twice a year.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (Schoolwide)	Hold a minimum of quarterly PTA meetings.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (Schoolwide)	Send Parent Newsletters on a monthly basis, send regular communication through phone calls,	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.

CHART 8 - School Climate

ENGAGEMENT: SCHOOL CLIMATE					
<i>School climate, as measured by all of the following, as applicable:</i>					
<p>(A) Pupil suspension rates.</p> <p>(B) Pupil expulsion rates.</p> <p>(C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p>					
					Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 X 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
SPECIFIC ANNUAL ACTIONS					
<p>-Provide and encourage students to access support services such as mental health counseling, academic intervention services, and other support services.</p> <p>-Focus on character education curriculum and implement character development strategies, including Positive Intervention and Support (PBIS) and Response to Intervention (RtI) practices to address behavioral and academic challenges.</p> <p>-Incorporate restorative justice practices in the enforcement of school policies and assignment of consequences.</p>					
EXPECTED ANNUAL MEASURABLE OUTCOMES					
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021
All Students (schoolwide) All Subgroups	Teachers will receive ongoing training in and will implement PBIS, RtI, and Restorative Justice practices to promote a positive school climate and culture.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (schoolwide) All Subgroups	Pupil suspension rates will be maintained at 1% or less.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (schoolwide) All Subgroups	Pupil expulsion rate will be maintained at 1% or less.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (schoolwide) All Subgroups	Annual School Climate Survey will yield a minimum of 70% positive results on questions regarding school safety and connectedness.	Baseline +growth.	Baseline +growth.	Baseline +growth.	Baseline +growth.

B. Accountability for Student Progress

Assessment to measure student outcomes will not only comply with Federal and State standards, but it will also include faculty-devised instruments and processes to evaluate students' academic competence, emotional growth, and social responsibility. The proposed Charter School's educational program and school culture is designed to create a true sense of responsibility for student achievement and the overall success of the proposed Charter School. Everyone in the learning community is responsible and accountable for their respective roles – students, parents, and educators. The formative assessments will allow teachers to determine: a) the level of academic proficiency of which the student is performing; and b) what remediation, if any, is needed. This process may include individual testing, classroom observation, interviews with the student and school personnel, and review of school records, reports and work samples. Student/parent conferences, regular progress reports and report cards will provide additional means to assess progress and celebrate success and/or create a means to intervene, when needed. Schoolwide assessment monitoring by administration will further support a system of accountability. Administration will foster a teacher accountability for the academic achievement and psychological well-being of the students. The principal is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors.

C. Benchmarks to be Met

The achievement of the proposed Charter School will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. It is expected that all subgroups will meet or exceed the performance of subgroups at similar schools.

Element 3: Methods for Measuring Outcomes

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 § 47605(b)(5)(C).*

A. Assessment Strategies

The proposed Charter School will utilize a variety of assessments in order to inform instruction and facilitate student learning. The primary purpose of assessment is to improve teaching and learning. Rubrics on projects and assignments, teacher observations, and progress reports will serve as records of student learning but a larger variety of assessments will be ongoing and embedded. Formative assessments will occur regularly in order to allow teachers to know the current level of understanding for each student. Performance-based assessments will be explicitly described and available prior to the completion of projects and assignments. Formal assessments will take place in each core subject to mark the times of unit endings, middle-year, and end-of-year. The proposed Charter School intends to demonstrate progress on the aggregate results of a standards-based report for each grade level. This report and standardized test data will be disaggregated to show how sub-groups; e.g. LEP, non-LEP, socioeconomically disadvantaged, foster youth, etc., perform. Student, parent, and employee satisfaction data will be handled in a similarly rigorous fashion as surveys will be designed and analyzed regularly to ensure the school maintains an inclusive, positive, stimulating community of learners. Assessment will be ongoing and organized as summarized in the Figure below:

- **Pre-assessment.** Teachers will implement an ungraded assessment, such as an in-class task, quiz-type format, or other piece of student work in order to discern student's current knowledge and skills as related to an upcoming learning outcome-derived experience.
- **Formative Assessment.** Student work will be observed and/or examined over the course of a unit of study in order for teachers to discern progress and struggles in the learning process for each student. These assessments include in-class tasks appropriate to grade level, homework assignments, and interactions between the student and teacher.
- **Summative Assessment.** The formal student work sample that allows a student to demonstrate the extent of his or her skills and knowledge as it relates to the

full unit of study or predefined learning outcomes. The assessment form (test, project, presentation etc.) will be grade level appropriate and will have clear, pre-determined expectations of learning outcomes.

- **Benchmark Diagnostic Assessment.** The school will conduct standards-aligned assessments in all core subject areas (SBAC, PFT, CAHSEE, CELDT/ELPAC). The principal will lead the analysis of this data and monitor the responsive curricular/pedagogical changes made by teachers as part of meeting student outcomes described in Element 2.

Figure - Assessment Cycle

Assessment	Description	Assessment Schedule
State Required* Test	CAASPP (STAR-Science, SBAC), PFT, CELDT/ELPA <i>*If a state assessment is no longer required, the Charter School will accordingly no longer continue to administer said assessment and will conversely participate in the replacement test, if any.</i>	Annually, as available
State Optional Test	SBAC Interim Assessment Block, SBAC Interim Comprehensive Assessment	Per recommended guidelines
Target Language	Aprenda 3, ELLOPA, FLOSEM, NOELLA, SABE, SHL, STAMP, or SOPA	Per recommended guidelines
Placement Exam	CELD/ELPAC, Math and English Diagnostic	Annually, as available
School Designed Assessment	Tests, Quizzes, Project	Ad-hoc, weekly, biweekly, monthly
Other Metrics identified in Local Control Accountability Pla	Annual School Climate Survey	Annually
Summative Assessment	Common core aligned final examinations for secondary grade	Bi-annually

B. State Mandated Test Assurances

The proposed Charter School will adhere to State testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As previously established, the proposed Charter School will utilize diverse assessments that are aligned with the curriculum and instructional program.

C. Student Progress Reporting and Analysis of Progress

The proposed Charter School principal and faculty will develop and implement an effective progress reporting system and grading policy. Parents will be invited onto campus once each quarter to meet with their child’s teacher(s) to learn about their child’s progress. Such progress monitoring will empower parents to follow their child’s

progress which enables them to make timely appropriate corrective action, if necessary. The proposed Charter School will also pursue the implementation of a student information system which enables parents to login and real time monitor the progress of their child(ren).

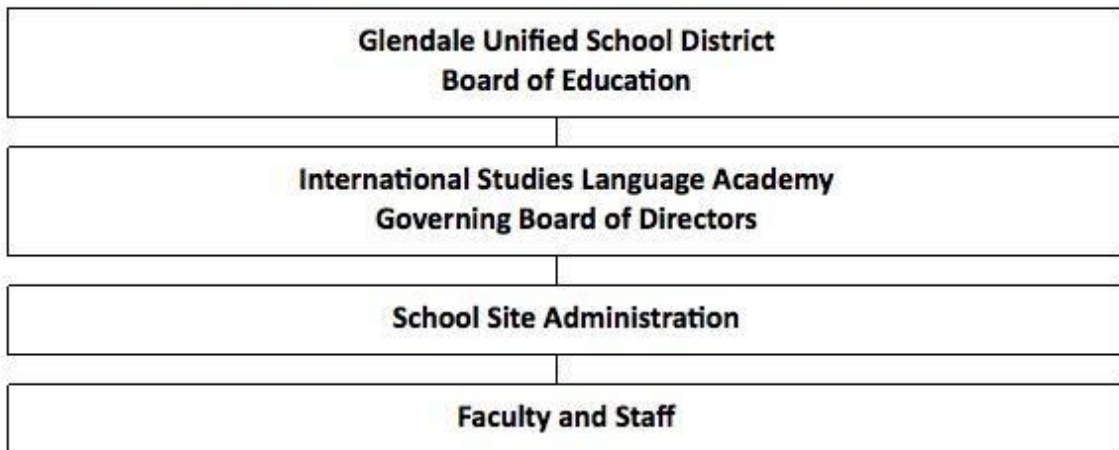
Results from assessments, data collection records, evaluations, stakeholder surveys and interviews will be collected, analyzed, and reported, as part of an annual progress and program audit. The annual audit will be used to determine student progress over time and the quality of programs at the proposed Charter School. Moreover, the principal will review school wide data with faculty on a regular basis to empower faculty awareness. Such review will facilitate faculty engagement in the development of strategies and activities to improve the school program. The principal will conduct classroom observations to ensure classroom practice reflects the integration of student data. The principal will also utilize this data to triage professional development needs for the faculty and staff, as discussed at [Teacher Professional Development](#).

Element 4: Governance Structure

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

A. Organizational Structure

The following is the organizational chart for the proposed Charter School:



B. Board Composition.

The Governing Board will consist of at least three (3) and no more than twenty (20) members as stated in the Bylaws. Each Director on the Board shall serve for a three-year term. Directors may succeed themselves in office no more than one additional term. Families of current students can elect one parent representative to the Board (elected by the PTA) who will all be ex-officio, non-voting member, and do not count towards a quorum. The principal and a faculty representative (elected by the faculty) will also be included on the Board as ex-officio, non-voting members who do not count towards a quorum. Pursuant to GUSD Board Policy 0420.4, GUSD may appoint a representative to serve on the Board of the proposed Charter School as an advisory, non-voting member.

- **Selection of Board Members.** Any member of the community may refer a potential candidate to the Board's Nominating Committee for consideration either when there is a mid-term vacancy or an upcoming expiration of a regular Board term. The Board of Directors will strive to include professionals with expertise in education, finance/accounting, legal, nonprofit and community organizations, and individuals with professional expertise in either language

acquisition or linguistics, and foreign service. Human Resources and Facilities professionals will be sought out to serve on Ad Hoc Committee's during start up years. The Nominating Committee will meet with all prospective candidates to determine whether or not they should be recommended as candidates to the Board and fit the stated needs of the Board recruitment strategy. If the candidate meets the needs of the Board at that time, the Nominating Committee will present the Nomination and the candidate's resume during the next Board meeting for a Closed Session discussion. If any Board members have questions or want to meet the potential member, the Nominating Committee will facilitate such a meeting. If support exists, the Nominating Committee will bring the Nomination to the Board for a vote at the next Board meeting. The Board strives for unanimous support for new Board Members, but per the Bylaws, a simple majority is all that is needed.

- **Board Vacancies.** Vacancies are defined in the Bylaws, which are incorporated by reference herein. Upon vacancy determination, the open position will be announced. Means to convey the vacancy may range from the proposed Charter school's website or school's newsletter to announcement with auxiliary organizations such as parent teacher association or booster club. Interested candidates will be encouraged to become acquainted with the educational program, mission, vision, finances, and Board member expectations prior to nomination. Vacancies will be filled pursuant to the Bylaws.

Board Member Job Description - General Responsibilities

Each Board Member is responsible for ensuring that the academic program of the proposed Charter School is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Specific Responsibilities

- Determine the mission and purpose of the proposed Charter School and keep it clearly in focus.
 - Create and periodically review the mission statement which:
 - Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
 - Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.

- Understand and support the mission statement.
- Select the principal.
 - Reach consensus on the principal's job description.
 - Undertake a careful search process to find the most qualified individual.
 - Oversee and approve contract negotiation and renewal.
- Support and review the performance of the principal
 - Provide frequent and constructive feedback.
 - Assist when board members overstep prerogatives or misunderstand their roles.
 - Compliment for exceptional accomplishments.
 - Provide for an annual written performance review with a process agreed upon with the principal well in advance.
- Ensure effective organizational planning
 - Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.
- Ensure adequate resources
 - Approve fundraising targets and goals.
 - Assist in carrying out the development plan.
 - Make an annual gift at a level that is personally meaningful.
- Manage resources effectively
 - Approve the annual budget.
 - Monitor budget implementation through periodic financial reports.
 - Approve accounting and personnel policies.
 - Provide for an independent annual audit by a qualified CPA.
 - Ensure the full board has the proper training to be effective stewards of public funding.
 - Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the organization.
- Determine, monitor and strengthen the programs and services
 - Assure programs and services are consistent with the mission and the charter.
 - Approve measurable organizational outcomes.
 - Approve annual, attainable board and management level goals.
 - Monitor progress in achieving the outcomes and goals.
 - Assess the quality of the program and services.
- Enhance the proposed Charter School's public standing

- Serve as ambassadors, advocates and community representatives of the organization.
- Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
- Provide for a written annual report and public presentation that details the proposed Charter School's mission, programs, financial condition, and progress made towards charter promises.
- Approve goals of an annual public relations program.
- Ensure legal and ethical integrity and maintain accountability
 - Establish policies to guide the organization's board members and staff.
 - Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
 - Adhere to the provisions of the organization's bylaws and articles of incorporation.
 - Adhere to local, state and federal laws and regulations that apply to the organization.
 - Ensure compliance with all federal state and local government regulations.
- Recruit and orient new board members and assess board performance
 - Define board membership needs in terms of skill, experience and diversity.
 - Cultivate, check the credentials of and recruit prospective nominees.
 - Provide for new board member orientation.
 - Conduct an annual evaluation of the full board and individual trustees.

Individual Director Performance Expectations - General Responsibilities

Each director is responsible for actively participating in the work of the proposed Charter School Board of Directors and the life of the organization. Each director is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a board member. The Nominating Committee will nominate the candidate only after s/he has agreed to fulfill these expectations. In addition to the responsibilities below, individual directors are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Directors.

Specific Responsibilities

- Believe in and be an active advocate and ambassador for the values, mission, and vision of the proposed Charter School.
- Work with fellow board members to fulfill the obligations of board membership.

- Behave in ways that clearly contribute to the effective operations of the Board of Directors:
 - Focus on the good of the organization and group, not on a personal agenda
 - Support board decisions once they are made
 - Participate in an honest appraisal of one's own performance and that of the board
 - Build awareness of and vigilance towards governance matters rather than management.
- Regularly attend board and committee meetings. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair. Be aware of, and abide by the board's attendance policy.
- Be prepared to contribute approximately 8-10 hours per month toward board service which includes:
 - Attending a monthly board meeting (2 hours)
 - Participating on a board committee (2 hours)
 - Reading materials, preparing for meetings (1 hour)
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
- Keep informed about the organization and its issues by reviewing materials, participating in discussions, and asking strategic questions.
- Attend conferences, as deemed necessary by the Board, to stay abreast of best practices and topics related to the mission of the proposed Charter School.
- Actively participate in one or more fundraising event(s) annually.
- Use personal and professional contacts and expertise for the benefit of the Proposed Charter School.
- Serve as a committee or task force chair or member.
- Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
- Inform the Board of Directors of the proposed Charter School of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

C. Ensuring Stakeholder Involvement

One of the primary predictors of school and student success is stakeholder involvement. The governance of the proposed Charter School is designed to reflect the best practices existing in effective, high performing, college preparatory K-12 institutions. The Board will have active parent representatives and from the community at large who bring relevant and diverse skills and expertise. The proposed Charter School will comply with the Brown Act.

Many of the Board members will enroll their child(ren) at the proposed Charter School. Other parents can get involved with the governance of the proposed Charter School by participating at a Board meeting or joining a Board committee. During Board meetings, stakeholders will be able to verbalize concerns, as well as participate in developing and refining existing and new policies and programs.

- **Evaluation and Monitoring Procedures.** The Board will evaluate and monitor the proposed Charter School throughout the school year. The Board will solicit stakeholder feedback at Board meetings. This includes a fixed agenda item at every Board meeting titled principal's update. This agenda item, to be delivered by the principal, will include a report of the school's academic progress. To ensure adequate and timely fiscal oversight, the Board will review financial reports at every regularly scheduled Board meeting. At the end of the academic school year, stakeholders will be invited to complete a school climate survey with questions about the school culture, the effectiveness of the teachers, and provide constructive feedback about what they think is working and what is not. Data from this survey will be evaluated by the Board to determine needed programmatic changes.
- **Board Meetings.** The Board will hold regular and special meetings in a publicly accessible location, pursuant to the Bylaws. Regular Board meeting dates and agendas will be posted in the school's main office and on the school's website calendar at least 72 hours in advance, in accordance with the Brown Act. The Board will encourage parents, student-elected officials, and faculty representatives to attend Board meetings to ensure active stakeholder engagement in the proposed Charter School's governance. Foreign language interpreters will be made available upon request. Board meeting participants will be encouraged to participate in developing and refining existing and new programs to meet state priorities, such as the Local Control Accountability Plan.

- **Board Meeting Minutes.** Board actions will be memorialized in meeting minutes, which shall be duly approved by the Board at a subsequent meeting. Meeting minutes will be signed by the Board Secretary and maintained at the school's main office. All Board meetings will be open to the public and foreign language interpreters will be made available upon request. Notwithstanding other laws to the contrary, all records of the nonprofit public benefit corporation shall be public.

Other opportunities for stakeholder engagement include the following:

- **Coffee with the principal.** Coffee with the principal is a monthly meeting that provides parents with information about governance and school operations issues, and calls for feedback, volunteers, and suggestions about how certain aspects of school priorities should be developed, evaluated, and refined.
- **Annual climate survey.** Stakeholders are invited to complete a school climate survey at the end of each school year. This survey allows the stakeholders to freely and anonymously rate their teachers and voice their concerns and provide feedback about varying aspects of the school. The results are provided to faculty to assist them in identifying perceived areas of growth, in addition to provide opportunities to improve their craft.
- **English Learner Advisory Committee (ELAC).** Families will have the opportunity to participate on the school's ELAC, to advise the principal and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the proposed Charter School's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.
- **Parent Teacher Association.** The parent teacher association is dedicated to the belief that collaboration between parents and teachers is a crucial aspect of student success. Families are encouraged to attend meetings in order to share ideas and develop plans that will help students meet their full potential. The parent teacher association will enhance and maximize the educational experience of every child enrolled by:
 - Promoting open communication and understanding between parents and staff;
 - Sponsoring assistance to teachers in classroom settings;
 - Holding fundraisers for supplemental educational materials and experiences;
 - Supporting school and family social interaction; and

- Providing a non-biased forum for sharing information on issues that impact students.

Partnerships with the Extended Community. To help provide a wide range of services and educational offerings, the proposed Charter School will seek partnerships with organizations to expand the breadth of the school's work. As the school's enrollment, curriculum and services expand, so will its partnerships with the extended community. Potential organizations identified in the next element (for purposes of recruitment) may also benefit the proposed Charter School in enhancing its curriculum and extracurricular activities.

D. ByLaws and Articles of Incorporation

The proposed Charter School has filed articles of incorporation and will seek nonprofit public benefit status. Below are the Bylaws and Articles of Incorporation.

ARTICLES OF INCORPORATION

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

ARTICLE I. NAME

The name of this corporation shall be INTERNATIONAL STUDIES LANGUAGE ACADEMY.

ARTICLE II. PURPOSE

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable and public purposes. The specific purpose for this organization is to establish, build, and operate the International Studies Language Academy. Inherent in this purpose, the corporation shall lease, own, manage, maintain, and operate an educational institution that provides quality education to California youth in any pre-K, primary, and secondary grades, as determined by the corporation. The corporation may additionally engage in any activities that are reasonably related to or in furtherance of its stated charitable and public purposes, or in any other charitable activities.

ARTICLE III. AGENT FOR SERVICE OF PROCESS

The name of this corporation's initial agent for service of process is:

International Studies Language Academy
TBA ADDRESS
Glendale, CA Zip

ARTICLE IV. CHARITABLE AND PUBLIC PURPOSES

This corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States internal revenue law ("IRC"). Notwithstanding any other provision in these articles, this corporation shall not engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any activities not permitted to be carried on by: (a) a charitable organization exempt from federal income tax under Section 501(c)(3) under

the IRC, or (b) a charitable organization contributions to which are deductible under Section 170(c)(2) the IRC.

ARTICLE V. LIMITATION ON POLITICAL ACTIVITIES

No substantial part of the activities of this corporation shall consist of the carrying on propaganda or otherwise attempting to influence legislation, except as provided in Section 501(h) of the IRC, and this corporation shall not directly or indirectly participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

ARTICLE VI. ASSETS DEDICATION TO CHARITABLE AND EDUCATIONAL PURPOSES

The property, assets, profits and net income of this corporation are irrevocably dedicated to the purposes set forth in Article II, and no part of the property, assets, profits or net income of this corporation shall ever inure to or for the benefit of or be distributable to any director, officer or other private person, except that the corporation shall be empowered to pay reasonable and proper remuneration for services actually rendered and to make payments and distributions in furtherance of the exempt purposes for which it was formed.

ARTICLE VII. DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon the winding up and dissolution of the corporation, its assets remaining after payment (or after provision for payment) of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under California Revenue and Taxation Code Section 23701(d) (or the corresponding section of any future California revenue and tax law) and which satisfies the requirements of the California Revenue and Taxation Code Section 214.

ARTICLE VIII. MEMBERSHIP

This corporation has no members.

Dated: _____, 20____

_____,Incorporator

BYLAWS

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

A California Nonprofit Public Benefit Corporation

ARTICLE I. OFFICES

Section 1. Principal Office. The principal office of the corporation for the transaction of the business of the corporation shall be fixed and located at such place within or without the State of California as the Board of Directors (herein called the "Board") shall determine. The Board is granted full power and authority to change such principal office from one location to another.

Section 2. Other Offices. Branch or subordinate offices may be established at any time by the Board at any place or places.

ARTICLE II. MEMBERS

Section 1. Membership. The corporation shall have one class of members.

Section 2. Rights of Membership. The members shall have the right to vote, as set forth in these Bylaws, on the election of directors, on the disposition of all or substantially all of the corporation's assets, on any merger and its principal terms and any amendment of those terms, and on any election to dissolve the corporation. In addition, the members shall have all rights afforded members under the California Nonprofit Public Benefit Corporation Law.

Section 3. Transfer of Membership. No membership or right arising from membership shall be transferred. All membership rights shall cease on the member's dissolution.

Section 4. Annual Meeting. A general meeting of members shall be held at least annually at such time and place, and on such notice, if any, as the Board may determine. Unless elected by written ballot, directors shall be elected and other proper business shall be transacted at this meeting.

Section 5. Special Meetings. Special meetings of the members for any purpose or purposes may be called at any time by the Board, the President, the Secretary or any number of members.

Notice of the time and place of special meetings of the members shall be given or delivered personally to each member at least forty-eight (48) hours before the meeting, sent to each member by first-class mail at least four (4) days before the meeting, or delivered by other form of written or telephonic communication (including cable, telegram, telex, facsimile, electronic mail and telephone) at least forty-eight (48) hours before the meeting. Such notice may be written or, if delivered by telephone or personally, oral. Written notice shall be addressed or delivered to each member at his or her address (e.g., mailing address, facsimile number or electronic mail address) as it is shown upon the records of the corporation, or as may have been given to the corporation by the member for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the members are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral narrative shall be deemed to have been given at the time it is communicated to the recipient or to such person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient.

Section 6. Notice of Certain Agenda Items. Approval by the members of any of the following proposals, other than by unanimous approval by those entitled to vote, is valid only if the notice or written waiver of notice states the general nature of the proposal or proposals:

- (a) Removing a director without cause;
- (b) Filling vacancies on the Board;
- (c) Amending the articles of incorporation;
- (d) Adopting, amending, or repealing bylaws;
- (e) Disposing of corporate assets;
- (f) Adopting or amending a merger agreement; or
- (g) Electing to wind up and dissolve the corporation.

Section 7. Quorum. A majority of the voting power, represented in person or proxy, shall constitute a quorum for the transaction of business at any meeting of members.

Section 8. Voting. Each member entitled to vote may cast one vote on each matter submitted to a vote of the members. Members may not cumulate votes for the election of directors.

Section 9. Waiver of Notice. Notice of a meeting need not be given to any member who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such member. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 10. Action Without Meeting. Any action required or permitted to be taken by the members may be taken without a meeting, if all members consent in writing to such action. The written consent or consents shall be filed with the minutes of the meeting. The action by written consent shall have the same force and effect as a unanimous vote of the members.

Section 11. Proxies. Each member entitled to vote shall have the right to do so either in person or by one or more agents authorized by a written proxy, signed by the person and filed with the secretary of the corporation. A proxy shall be deemed signed if the member's name is placed on the proxy by the member or the member's attorney-in-fact, whether by manual signature, typewriting, facsimile transmission, or otherwise.

Section 12. Adjournment. A majority of the members present, whether or not a quorum is present, may adjourn any members' meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent members if the time and place is fixed at the meeting adjourned, except that if the meeting is adjourned for more than 24 hours, notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the members who were not present at the time of adjournment.

ARTICLE III. DIRECTORS

Section 1. Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these Bylaws regarding actions that require approval of the members, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person

or persons, a management company, or committees however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers, enumerated in these Bylaws:

(a) To select and remove the officers, agents and employees of the corporation, prescribe powers and duties for them and as are not inconsistent with law, the Articles of Incorporation, or these Bylaws, supervise them, fix their compensation, and require, from them security for faithful service. Such compensation may be increased or decreased at the pleasure of the Board.

(b) To make such rules and regulations for the conduct of the affairs and activities of the corporation as the Board may deem advisable and as are not inconsistent with law, the Articles of Incorporation or these Bylaws.

(c) To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, or other evidences of debt and securities thereof.

Section 2. Number of Directors. The authorized number of directors shall consist of not less than three (3) nor more than twenty (20) directors, with the exact number of directors to be fixed within the limits specified herein by resolution of the Board as enacted from time to time. Ex-officio directors do not count toward these limits. No reduction of the authorized number of directors shall have the effect of shortening the term of any incumbent director.

Section 3. Election. Directors shall be elected at a regular meeting of the members, but if any such regular meeting is not held or the directors are not elected there, the directors may be elected at any special meeting of the Board held for that purpose.

Section 4. Term of Office. Each director shall hold office for a term of three (3) years and until a successor has been elected and qualified. Directors may succeed themselves in office no more than one (1) additional term. The term of office shall end on the last day of the month of December.

Section 5. Removal. Any director may be removed with or without cause by the affirmative vote of a majority of the directors present at a meeting duly held at which a quorum is present.

Section 6. Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before such time, to take office when the resignation becomes effective.

Section 7. Vacancies. Vacancies in the Board shall be filled by the affirmative vote of a majority of the members. Each director so elected shall hold office until the expiration of the term of his or her predecessor and until his or her successor has been elected and qualified.

A vacancy or vacancies in the Board shall be deemed to exist in case of the death, resignation, removal of any director, or if the authorized number of directors is increased. The Board may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or found by a final order of judgment of any court to have breached any duty arising under Article 3 of the California Nonprofit Public Benefit Corporation Law.

Section 8. Interested Directors. Not more than forty-nine (49) percent of the persons serving on the Board at any time may be interested persons. An "interested person" is (1) any person being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law of any such person. Notwithstanding the foregoing, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 9. Place of Meeting. Regular or special meetings of the Board shall be held at any place within or without the State of California which has been designated from time to time by the Board. In the absence of such designation, regular meetings shall be held at the principal office of the corporation.

Section 10. Regular Meetings. Regular meetings of the Board shall be held without call or notice on such dates and at such times as may be fixed by the Board.

Section 11. Special Meetings. Special meetings of the Board for any purpose or purposes may be called at any time by the President, the Secretary or any number of directors.

Notice of the time and place of special meetings of the Board shall be given or delivered personally to each director at least forty-eight (48) hours before the meeting, sent to

each director by first-class mail at least four (4) days before the meeting, or delivered by other form of written or telephonic communication (including cable, telegram, telex, facsimile, electronic mail and telephone) at least forty-eight (48) hours before the meeting. Such notice may be written or, if delivered by telephone or personally, oral. Written notice shall be addressed or delivered to each director at his or her address (e.g., mailing address, facsimile number or electronic mail address) as it is shown upon the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the directors are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral narrative shall be deemed to have been given at the time it is communicated to the recipient or to such person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient.

Section 12. Waiver of Notice. Notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such director. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 13. Quorum. A quorum will consist of the greater of four directors or a majority of the duly elected and serving directors, except to adjourn as hereinafter provided in Section 15. Ex-officio directors will not contribute toward quorum. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as an act of the Board of Directors, unless a greater number be required by the Articles of Incorporation or the provisions of the California Nonprofit Public Benefit Law, especially those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) appointment of committees, and (c) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 14. Participation in Meetings by Conference Telephone. Members of the Board may participate in any meeting through the use of video or telephone conference equipment so long as all members participating in such meeting can hear one another.

Section 15. Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any directors' meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place is fixed at the meeting adjourned, except that if the meeting is adjourned for more than 24 hours, notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the directors who were not present at the time of adjournment.

Section 16. Action Without Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent or consents shall have the same effect as a unanimous vote of the Board and shall be filed with the minutes of the proceedings of the Board.

Section 17. Rights of Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy any and all books, records, and documents of every kind of the corporation, and to inspect the physical properties of the corporation.

Section 18. Committees. The Board may designate and appoint committees, such as CEO Support and Evaluation, Academic Excellence, Development, Diversity, Personnel, Governance, Language, Facility, and Finance, and delegate to such committees any of the authority of the Board except with respect to:

(a) Take any final action on any matter, that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

(b) The filling of vacancies on the Board or in any committee;

(c) The fixing of compensation of the directors for serving on the Board or on any committee;

(d) The amendment or repeal of bylaws or the adoption of new bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(f) The appointment of committees of the Board or the members thereof;

(g) The approval of any self-dealing transaction, as defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as provided in Section 5233(d)(3) of such law; or

(h) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.

Any such committee must be established and the members thereof appointed, by resolution adopted by a majority of the number of directors then in office. The Board may appoint, in the same manner, alternate members of any committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meeting and actions of the Board Minutes shall be kept of each meeting of each committee.

Section 19. Compensation. Directors and members of committees may receive such compensation, if any, for their services, and such reimbursement for expenses, as may be fixed or determined by the Board.

ARTICLE IV. OFFICERS

Section 1. Required Officers. The officers of the corporation shall be a Chairperson, a Secretary, and a Treasurer, each of whom shall be chosen by and hold office at the pleasure of the Board. Any number of offices required or permitted by this Article may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairperson of the Board.

Section 2. Permitted Officers. The Board may choose one or more Vice Chairpersons, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 3. Election of Officers. The officers shall be elected annually by the Board at a regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these Bylaws. Vacancies of officers caused by death, resignation, removal or increase in the number of officers may be filled by the Board at a regular or special meeting.

Section 4. Removal of Officers. Any officer may be removed at any time with or without cause and with or without notice by the affirmative vote of the Board.

Section 5. Chairperson. Subject to the control of the Board, the Chairperson shall be the chief executive officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers, and shall have such other powers and perform such other duties as may be delegated by the Board from time to time.

Section 6. Secretary. The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof, and shall affix the seal of the corporation to all papers and instruments requiring the same. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees. The Secretary shall also keep, or cause to be kept, at the principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board. Any Assistant Secretary appointed by the Board to hold office at the pleasure of the Board, may have the same powers as the Secretary.

Section 7. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the directors of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the Chairperson or the directors, whenever requested, an account of all transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

Section 8. Term of Office. The term of office for the officers of the Corporation shall be two (2) year(s).

ARTICLE V. INDEMNIFICATION

The corporation shall have the power to indemnify directors, officers, employees and agents to the extent permitted by Section 5238 of the California Nonprofit Public Benefit Corporation Law and Chapter 42 of the United States Internal Revenue Code of 1986 (if applicable), as amended or superseded.

ARTICLE VI. SUPPORTING ORGANIZATION

International Studies Language Academy

The corporation is organized to operate and support International Studies Language Academy, a California charter school (and related schools, other educational institutions, programs and services).

The corporation's assets are irrevocably dedicated to public educational and charitable purposes. No part of the net earnings, properties or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment or provision for payment of all debts and liabilities of the corporation will be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VII. REPORTS

The corporation shall furnish to all of the directors annually a report containing the following information in reasonable detail:

1 The assets and liabilities, including the trust funds, of the corporation as of the end of the preceding fiscal year.

2 The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year.

3 The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the preceding fiscal year.

4 The expenses or disbursements of the corporation, for both general and restricted purposes, during the preceding fiscal year.

5 Any information, required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The report required by this Article shall be accompanied by any report thereon of independent accountants, or if there is no such report, by the certificate of an authorized officer of the corporation that such reports were prepared without audit from the books and records of the corporation.

ARTICLE VIII. OTHER PROVISIONS

Section 1. Inspection of Articles and Bylaws. The corporation shall keep in its principal office in the State of California the original copy of its Articles of Incorporation

and of these Bylaws, as amended to date, which shall be open to inspection by the directors and such other persons as required by law, at all reasonable times during office hours.

Section 2. Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the Chairperson of the Board, or any Vice Chairperson and the Secretary, any Assistant Secretary, the Treasurer, or any Assistant Treasurer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but, unless so authorized by the Board, no such person or persons shall have any power or authority to bind the corporation by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

Section 3. Representation of Shares of Other Corporations. The Chairperson or any other officer or officers authorized by the Board or the Chairperson are each authorized to vote, represent, and exercise on behalf of the corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of the corporation. The authority herein granted may be exercised either by any such officer in person or by any person authorized so to do by proxy or power of attorney duly executed by said officer.

Section 4. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in Part 1 of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation law shall govern the construction of these Bylaws.

Section 5. Amendments. These Bylaws may be amended or repealed by the affirmative vote of a majority of the number of directors then in office.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

a. That I am the duly elected and acting Secretary of International Studies Language Academy, a California nonprofit public benefit corporation; and

b. That the foregoing bylaws, comprising 10 pages, constitute the Bylaws of such corporation as duly adopted by action of the Incorporator of the corporation duly taken on November 1, 2015.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed the seal of such corporation this ____ day of _____, 201____.

_____, Secretary

E. Assurances: Brown Act, Conflict of Interest Code, Request for Public Records Policy, and the Whistleblower Policy

The proposed Charter School will comply with the Brown Act. Employees and representatives of proposed Charter School, including members of Board, committees, school administrators, and other employees, shall comply with applicable laws and regulations, including, nonprofit integrity standards, GUSD's Charter School policies, and regulations regarding ethics and conflicts of interest. The proposed Charter School will comply with the Political Reform Act (Government Code § 87100 *et seq.*), Government Code 1090, and other applicable laws regarding conflicts of interest. Consistent with GUSD BP 0420.4, Governing Board members and applicable staff will annually file a Statement of Economic Interests (Form 700) with Los Angeles County Office of Education.

The proposed Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with the proposed Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Board and key proposed Charter School staff, as may be necessary, will cooperate with investigations should any allegations regarding the proposed Charter School be filed with GUSD or other Authority. The proposed Charter School shall comply with applicable Federal and State reporting requirements, including but not limited to the requirements of California Basic Educational Data System (CBEDS), California Longitudinal Pupil Achievement Data System (CALPADS), the Public Schools Accountability Act of 1999, and California Education Code § 47604.33.

The proposed Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.

Below is the proposed Conflict of Interest Code, Request for Public Records Policy, and the Whistleblower Policy.

CONFLICT OF INTEREST CODE

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100 *et seq.*, International Studies Language Academy hereby adopts this Conflict of Interest Code (“Code”), which shall apply to governing board members, candidates for member of the governing board, and other designated employees of the International Studies Language Academy (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including Governing Board members and candidates for election and/or appointment to the Governing Board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including Governing Board members and candidates for election and/or appointment to the Governing Board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements shall be supplied and filed with the proposed Charter School. The proposed Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to Glendale Unified School District.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the proposed Charter School principal, who shall record the employee’s disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board’s official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the proposed Charter School bylaws.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (ie, Chairperson, Secretary, Treasurer, etc.)
 - D. Executive Director of Charter School
 - E. Principal of Charter School
 - F. Assistant Principals
 - G. Chief Business Officer
 - H. Director Personnel Services
 - I. Assistant Director of Personnel Services
 - J. Consultants [Footnote 1]

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."
 - A. Purchasing Manager
 - B. Assistant Business Officer

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."
 - A. Information Systems Technician
 - B. Contractor

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.
- B. (Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- C. Investments in or income from persons or business entities which are contractors or subcontractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.
-

[1] The Charter School's principal may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School principal's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

- D. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is a Manager or Charter School principal. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or subcontractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is a Manager or Charter School principal. Investments include the interests described in Category 1.

REQUEST FOR PUBLIC RECORDS POLICY

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

Requests for public records shall be made either in person or in writing to International Studies Language Academy. The principal or designee may then determine the most appropriate school employee to assist in assembling any public records for production.

Any person may request a copy of any school record open to the public and not exempt from disclosure. Requestor shall submit the request to:

International Studies Language Academy
PHYSICAL ADDRESS (TBD)
or via electronic mail to (TBD)

The request for public records must clearly identify the records requested, along with contact or other mailing information as to where to send or forward the requested records.

The school may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set at .25 cents per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does not include the cost of locating, retrieving, or inspecting records.

Within ten (10) days of receiving any request for a copy of records, the principal or designee shall determine whether the request seeks copies of disclosable public records in the possession of the school, and shall promptly notify (in writing) the person making the request of the school's intent to comply with the request, the total number of pages to be duplicated, and the calculated cost of duplication.

Provisions of the California Public Records Act (Government Code § 6250 *et seq.*) shall not be construed to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

In unusual circumstances, the principal or designee may extend the 10-day limit for up to 14 days by providing written notice to the requestor and setting forth the reasons for the

extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

- The need to search for and collect the requested records from field facilities or other locations that are separate from the school or office processing the request;
- The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;
- The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of the school having substantial subject matter interest therein;

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable laws or rules.

If an inspection of records (rather than copies of records) is requested, any person shall have reasonable access, during normal business hours, to the public records of the School within the requirements of state law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

If records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then the School must be given a reasonable period of time to perform these functions prior to inspection. For example, if records requested include addresses, phone numbers or other privileged personal information, this information will need to be redacted to protect the safety and privacy rights of the employees, as permitted under Government Code §§ 6254.3, 6254(c) and other provisions of law.

WHISTLEBLOWER POLICY

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

The International Studies Language Academy Governing Board encourages its employees and applicants for employment to disclose improper governmental activities, based in part on California Education Code Section 44112(c), and to address written complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against employees or applicants who disclose improper governmental activities. International Studies Language Academy is committed to lawful and ethical behavior in all of its activities and requires Board members, officers and employees to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. The objectives of the Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities;
- Encourage each Board member, officer and employee to report what he or she in good faith believes to be a material violation of law or policy or questionable accounting or auditing matter; and
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy to protect reporting individuals from retaliatory action.

Reporting Responsibility

Each reporting individual has an obligation to report what he or she believes is a material violation of law or policy or any questionable accounting or auditing matter by the School, its Board members, officers and employees or other representatives. Reporters must also notify the School if an action needs to be taken in order for the School to be in compliance with law or policy or with generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on school financial documents, grant reports, tax returns, or other public documents;
- Providing false information to, or withholding material information from school auditors, accountants, lawyers, directors or other representatives responsible for ensuring compliance with fiscal and legal responsibilities;

- Embezzlement, private benefit, or misappropriation of funds;
- Material violation of school policy, including among others, confidentiality, conflict of interest, whistleblower, ethics and document retention;
 - Discrimination based on race, color, religion, national origin, sex, disability, familial status, or any other protected class; and
 - Facilitation or concealing any of the above or similar actions.

Reporting Concerns

Whenever possible, employees should seek to resolve concerns by reporting issues directly to the principal until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to the principal or does not believe the issue is being properly addressed, the employee may contact the Governing Board Chairperson.

Handling of Reporting Violations

Except as otherwise required by law, or as otherwise required by court order, the School will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the principal or the Governing Board Chairperson to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. The Board of Directors may conduct a further investigation upon receiving the report from the Chair. For matters reported directly to the Governing Board Chairperson, the Board of Directors shall promptly acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties.

Authority of Investigative Parties

The Investigative Parties (Principal, Board Chairperson, or Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable Board members, officers and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no Board member, officer or employee who, in good faith, reports a concern shall be threatened, discriminated against or otherwise

subject to retaliation or, in the case of an employee, suffer adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline, up to and including termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law or policy or a material accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, the School cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by the principal or others involved with the investigation of the School to individuals not involved in the investigation will be viewed as a serious disciplinary offense and, with respect to School employees, may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

F. Grievance Process for Parents and Students

As noted earlier in Element 1's section "How Learning Best Occurs", the proposed Charter School will demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all the school's stakeholders. The proposed Charter School will honor diversity and build on the strength of its community, deliberately and explicitly challenging all forms of inequity. The proposed Charter School will not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates. The proposed Charter School will review (and update as necessary) grievance procedures providing for prompt and equitable resolution of student and parent complaints alleging any actions, which may be prohibited by Title IX or Section 504.

The proposed Charter School will also comply with the Safe Place to Learn Act and California Education Code § 200, which affords "all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state."

Allegations of violation of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to student fees will be properly investigated through the Uniform Complaint Procedure (UCP).

Below are the proposed: Pupil Fees Policy; Statement of Non-Discrimination, Anti-Bullying, and Anti-Harassment; Universal Complaint Procedure; Universal Complaint Procedure Notice, and Williams Act Classroom Notice.

PUPIL FEES POLICY

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

The California Constitution (Article IX, § 5) has guaranteed the state's children a system of free schools since 1879. The California Supreme Court further explains that this "free school guarantee" means that students in public schools cannot be charged fees for participation in educational activities. International Studies Language Academy (ISLA) is committed to California's Free School Guarantee as further clarified by case law and most recently AB 1575. This policy is hereby adopted in compliance therein. ISLA operates a free public charter school. No student shall be required to pay a student fee for participation in an educational activity unless specifically authorized by law.

In accordance with California Education Code Section 49010 the following terms have the following meanings:

Educational activity means an activity offered by a school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities;

Pupil fee means a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians without regard to the families' ability or willingness to pay fees or request special waivers. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment;
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

Consistent with California Education Code Section 49011, a pupil enrolled at ISLA shall not be required to pay a pupil fee for participation in an educational activity. In accordance therein, all supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge. A fee waiver policy shall

not make a pupil fee permissible. ISLA will not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that ISLA does not provide. ISLA shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and ISLA shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school.

The above shall not be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities, nor shall it be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law.

Pursuant to California Education Code Section 49013, a complaint of noncompliance with this policy may be filed with the principal of the school under the Uniform Complaint Procedures. A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A complainant not satisfied with the decision may appeal the decision to the Department of Education. If merit is found in a complaint, or if the Department of Education finds merit in an appeal, ISLA shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board. Information regarding this policy shall be included in the annual notification distributed to pupils, parents and guardians, employees, and other interested parties pursuant to the California Code of Regulations, 5 C.C.R. § 4622.

Notwithstanding the above, Federal and State law identifies specific provisions wherein parents, guardians, or students may be charged fees. Accordingly, fees may be charged when ISLA:

- transports pupils to and from school pursuant to California Education Code § 39807.5;
- transports pupils to and from their places of summer employment pursuant to California Education Code § 39837;
- requires, as a condition of participation in an interscholastic athletic program, a physical examination pursuant to California Education Code § 49458;

- provides field trip opportunities outside of California pursuant to California Education Code § 35330(b)(3);
- provides field trip opportunities, unless they are an integral activity to the school's educational program, pursuant to California Education Code § 35330;
- makes available for field trips, medical or hospital service or accident insurance pursuant to California Education Code § 35331;
- requires a deposit or other measure to insure that band instruments, music, uniforms, and other regalia borrowed will be returned in usable condition upon return from an excursion to a foreign country pursuant to California Education Code § 38120;
- rents or leases personal property needed for school purposes, including the renting or leasing of caps and gowns for seniors who participate in high school graduation ceremonies pursuant to California Education Code § 38119;
- sells pupil personal property which was fabricated by said pupil, at the cost to the school of the materials furnished by the school and used therein, pursuant to California Education Code § 17551;
- sells eye protective devices, at a price that shall not exceed the actual cost of the eye protective devices, pursuant to California Education Code § 32033;
- requires a reasonable dress code policy pursuant to California Education Code § 35183;
- sells food, subject to applicable National School Lunch Program provisions, pursuant to California Education Code §§ 38082, 38084;
- sells optional materials not considered integral to the educational program such as pictures, yearbooks, memory books, and school promotional items;
- provides adult classes and opportunities to purchase related textbook and class materials pursuant to California Education Code §§ 17552, 52612(a), 52612(b), 60410;
- provides community service classes in civic, vocational, literacy, health, homemaking, technical and general education, including but not limited to classes in the fields of dance, music, theatre, visual arts, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics pursuant to California Education Code §§ 51810, 51811, 51815;

- provides child supervision, child care programs, before and after school programs, extra enrichment, study trips and summer programs, so long as no one who desires to participate in these programs be denied the opportunity to participate because of inability to pay related fees, pursuant to California Education Code §§ 8263(g), 8265(a)(1), 8482.6, 8485, 8487, 8888, 35335;
- provides opportunities to participate in activities which are purely recreational in character, such as attending weekend dances and athletic events, pursuant to *Hartzell v. Connell*, 201 Cal. Rptr. 601, 35 Cal. 3d 899, 679 P.2d 35, fn 14 (1984).
- provides public or student records, at an amount not to exceed the cost of duplication, pursuant to California Education Code § 49091.14, 49063, 49065, FERPA, and ISLA's Request for Public Records policy;
- identifies a pupil whose willful misconduct resulted in injury or death to any pupil or any person employed by, or performing volunteer services for the school or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to the school, or personal property of any school employee. The liability of the parent or guardian shall not exceed ten thousand dollars pursuant to California Education Code § 48904;
- identifies a pupil who, upon demand, does not return property belonging to the school and which was loaned to the pupil, pursuant to California Education Code § 48904;
- admits a pupil whose parents actual and legal residence is in a foreign country adjacent to this state, and who regularly returns within a 24-hour period to said foreign country pursuant to California Education Code § 48050;
- admits a pupil from a foreign country pursuant to the United States Code of Federal Regulations, 8 C.F.R. § 1184 (m)(1);
- provides a fingerprint program for pupils enrolled in kindergarten or newly enrolled in the school pursuant to California Education Code § 32390; and
- provides parking on the school grounds pursuant to California Vehicle Code § 21113.

STATEMENT OF NON-DISCRIMINATION, ANTI-BULLYING, AND ANTI-HARASSMENT

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

International Studies Language Academy (ISLA) is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. ISLA prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code § 422.5, Education Code § 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

Discrimination

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by ISLA.

Harassment

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by ISLA.

Bullying

Bullying is unwanted and aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Examples of bullying behavior include making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. The determination of whether an action or collection of actions rises to the level of bullying is

generally differentiated from an isolated occurrence when the behavior is repetitive and there exists a power imbalance that may include physical strength, access to embarrassing information, or popularity used to control or harm another student.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once ISLA has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This policy applies to all acts related to school activity or school attendance.

For inquiries or complaints related to discrimination, harassment, intimidation and bullying of students based on the actual or perceived characteristics listed above or for complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination, harassment, or intimidation, contact ISLA's administrator designated to coordinate compliance efforts: To Be Determined, Title, at Telephone Number and Electronic mail address.

UNIFORM COMPLAINT PROCEDURE

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

INTRODUCTION

This document presents information about how International Studies Language Academy (ISLA) processes UCP complaints concerning particular programs or activities in which it receives state or federal funding regarding an alleged violation of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to student fees and our Local Control Accountability Plan (LCAP).

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as conflict resolution or mediation. Nor is ISLA prohibited from resolving complaints through its conflict resolution procedure or mediation prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying, charging student fees for participation in an educational activity, or noncompliance with the requirements of our LCAP.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to student fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, ISLA shall assist the complainant in the filing of the complaint.

Programs or activities in which ISLA receives state or federal funding are:

Consolidated Categorical Aid Programs
Child Nutrition Programs (National School Lunch Program)
Special Education Programs
Safety Planning Requirements
Local Control Funding Formula and Local Control Accountability Plans

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d).

II. NOTICE OF ACKNOWLEDGEMENT THAT STUDENT FEES ARE PROHIBITED

A student fee is a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A student fee includes, but is not limited to, all of the following:

- A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

This notice does not prohibit ISLA from seeking replacement of lost or damaged school supplies, such as textbooks, uniforms, or musical instruments.

III. NOTICE OF NON-DISCRIMINATION & ANTI-HARASSMENT

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or

perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to ISLA's UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division, or appropriate law enforcement agency.
- Health and safety complaints regarding a Child Development Program shall be referred to the Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
- Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).
- Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

IV. RESPONSIBILITIES OF INTERNATIONAL STUDIES LANGUAGE ACADEMY

International Studies Language Academy has the responsibility to ensure compliance with applicable state and federal laws and regulations. ISLA shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging student fees for participation in an educational activity and seek to resolve those complaints in accordance with UCP procedures.

In regards to complaints of noncompliance with laws relating to student fees, if ISLA finds merit in a complaint, a remedy will be provided to affected students, parents and guardians, that, where applicable, will include reasonable efforts by ISLA to ensure full reimbursement to all affected students, parents and guardians.

UCP procedures shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remains confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring compliance with state and federal laws and regulations is:

Contact: TO BE DETERMINED
Address: SCHOOL'S ADDRESS

Telephone: SCHOOL'S TELEPHONE

The Governing Board shall ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to student fees are filed with a principal of a school.

ISLA shall notify in writing to the students, employees, parents or guardians of students, and other interested parties of the UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to student fees and the LCAP. The UCP notice will be disseminated to the required groups and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

The UCP notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. The UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

III. FILING A COMPLAINT WITH INTERNATIONAL STUDIES LANGUAGE ACADEMY

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by the ISLA Governing Board or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by the ISLA Governing Board or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. The Governing Board shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes

an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Except for Williams Complaints, within 60 calendar days from the date of the receipt of the complaint, ISLA shall conduct and complete an investigation of the complaint in accordance with the UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by ISLA representatives to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The Governing Board shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal the Decision to the CDE, and
- (vii) procedures to be followed for initiating an appeal to the CDE.

Relevant Federal and State Laws:

34 Code of Federal Regulations [CFR] §§ 300.510-511
California Code of Regulations [CCR] Title 5 §§ 4600–4687
California Code of Regulations [CCR] Title 5 § 4610(b)
California Code of Regulations [CCR] Title 5 § 4622
California Code of Regulations [CCR] Title 5 §§ 4630–4631
California Education Code [EC] §§ 200, 220, 262.3
California Education Code [EC] §§ 234 – 234.5
California Education Code [EC] § 35186
California Education Code [EC] § 48985
California Education Code [EC] §§ 49010 - 49013
California Government Code [GC] §§ 11135, 11138
California Penal Code (PC) § 422.55

UNIFORM COMPLAINT PROCEDURE ANNUAL NOTICE

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

International Studies Language Academy (ISLA) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

ISLA shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws such as the Consolidated Categorical Aid Programs and Special Education Programs.

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Contact: To be Determined
Address: To be Determined
Telephone: To be Determined

*Complaints of noncompliance with laws relating to pupil fees are filed with the principal of the school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 of the Uniform Complaint Procedure and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving ISLA's Decision. The appeal must include a copy of the complaint filed with ISLA and a copy of ISLA's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of [the LEA]'s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of ISLA's UCP policy shall be available free of charge.

Applicable Law:

Education Code Section 35186;

Title 5 California Code of Regulations Section 4681, 4682, 4683

WILLIAMS ACT CLASSROOM NOTICE

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

NOTICE TO PARENTS/GUARDIANS/PUPILS/TEACHERS IMPORTANT INFORMATION ABOUT YOUR COMPLAINT RIGHTS

Parents, Guardians, Pupils and Teachers:

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

A complaint form may be obtained at the school office. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc/>.

Element 5: Employee Qualifications

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

A. Staff Selection

The proposed Charter School will select, hire, and support individuals who will maximize student achievement for all students. In accordance with Education Code § 47605(d)(1), the proposed Charter School will be nonsectarian in its employment practices and all other operations. The proposed Charter School will not discriminate against any individual (employee or pupil) on the basis of real or perceived race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis in accordance with Education Code § 220. The proposed Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Equal employment opportunity is extended to all aspects of the employer-employee relationship and include: recruitment, selection, hiring, upgrading, transfer, promotion, training, discipline, layoff, recall, and dismissal from employment.

Staffing Plan

In Year 1 of operation, the proposed Charter School anticipates an inaugural enrollment of 438 students. To staff for this enrollment, the proposed Charter School anticipates hiring a principal, a lead teacher, one office manager, a receptionist and a campus monitor. This staffing level provides for 21 classroom teachers, two teacher aides. The proposed Charter School will seek out additional supervisory assistance and support from parents and partner organizations such as Amity Institute. Amity Institute's Educational Internship Program provides future educators from other countries the opportunity to gain teaching skills under the direct supervision of a certified teacher in an American classroom. In addition, interns often serve as living models of language and culture. International interns offer a native perspective on their language, culture and country, enabling students to better understand and appreciate the languages they study. Since enrollment may be imbalanced in different grades, multiage grouping, such as a fourth and fifth grade class combined, may occur to enable the proposed Charter School to adequately staff while still operating within the budget. As noted in Element 1 under "How Learning Best Occurs - Principle 8", faculty and staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire proposed Charter School.

In Year 2 of operation, the proposed Charter School anticipates an increase in enrollment to 678 students. The increased enrollment will require additional teachers, teacher aides, and office staff. In subsequent years, the proposed Charter School anticipates continued increased enrollment until it reaches the lesser of 1,056 (which was noted earlier as the enrollment capacity) or the capacity of the school building(s). The proposed Charter School anticipates to employ a Director of Curriculum and Instruction no later than Year 3 of operations. This person will lead the International Baccalaureate (IB) recognition pursuit. To provide more robust services, additional positions, such as a Counselor, will be added in later years. Until such time, the responsibilities of those additional positions may be shouldered by incumbent personnel or provided by part-time staff or contracted services. For example, two classroom teachers, who have special education credentials, may share the additional titles of Special Education Coordinators. Alternatively, a service agreement may be pursued with a special education contractor. As the needs of the proposed Charter School change, staffing will be proportionate to the student enrollment and aligned to budgetary allocations.

Recruitment

Due to the specialty nature of the educational program, the proposed Charter School will employ additional recruitment strategies beyond the traditional postings (EdJoin, Charter School's website, and Craigslist) to ensure a robust workforce candidate stream. Such strategies include:

- Create a digital and print brochure for both live and electronic recruitment. The brochure will be multilingual.
- Collaborate with world-language-teacher organizations to recruit faculty across the state and nation. Such organizations include: American Association of Teachers of French (AATF); American Association of Teachers of German (AATG); American Association of Teachers of Italian (AATI); American Association of Teachers of Spanish and Portuguese (AATSP), American Council on the Teaching of Foreign Languages (ACTFL); California Association for Bilingual Education (CABE), California Language Teachers Association (CLTA), and National Association of Bilingual Education (NABE).
- Collaborate with J-1 Visa Designated Sponsor Organizations, as may be amended from time to time by the United States Department of State, to identify potential faculty overseas. Such organizations include: Amity Institute, Center for International Education, Inc., Cultural Vistas, Inc, Educational Partners International, LLC, Institute of International Education, International Teacher Exchange Services, LLC, and USA Employment, LLC.

- Collaborate with Institutions of Higher Education (IHE) which have California Commission on Teacher Credentialing approved bilingual authorization programs such as: California State University, Dominguez Hills; California State University, Long Beach; California State University, Los Angeles; California State University, Northridge; University of California, Riverside; and University of Southern California. These IHEs may provide a talent pipeline for certificate completers, or alternatively, provide a mechanism to qualify interested applicants.
- Collaborate with IHEs which have California Commission on Teacher Credentialing approved Language Other Than English (LOTE) credentialing programs such as: California State University, Dominguez Hills; California State University, Long Beach; California State University, Los Angeles; and California State University, Northridge. These IHEs may provide a talent pipeline for credential completers, or alternatively, provide a mechanism to qualify interested applicants.
- Collaborate with IHEs which offer degrees in the target languages such as:
 - French - California State University, Long Beach and San Jose State University
 - German - California State University, Long Beach and University of California, Riverside
 - Italian - California State University, Northridge, University of California, Los Angeles, California State University, Long Beach
 - Spanish - San Diego State University and San Jose State University
 Collaboration with these respective programs may lead to the identification of additional talent pipelines.
- Explore alternative teacher credentialing such as exchange and sojourn credentials. Additionally, the proposed Charter School may collaborate with Los Angeles County Office of Education or GUSD to develop a teacher internship program (bilingual authorization or LOTE) to provide an additional teacher credentialing option.
- Collaborate with Los Angeles Consulate Generals to identify foreign nationals who may be qualified and interested to work at the proposed Charter School. Examples of such Consulate Generals include: Austria, Canada, France, Germany, Italy, Mexico, Spain, and Switzerland. Moreover, many of the local events or activities that they endorse or support may serve as venues to recruit teachers and staff. They may also provide mechanisms to advertise and recruit in their respective countries.
- Collaborate with a variety of target language, cultural organizations, and media outlets to serve as a recruitment conduit. Insofar as is feasible, the proposed

Charter School will recruit at cultural events hosted in the target languages. A sampling of these are noted below:

- Associations/Organizations/Media Outlets: Alpine Village; Austrian American Club of Los Angeles; California Italian Chamber of Commerce; Fondazione Azzurra; Fondazione Italia; French American Chamber of Commerce Los Angeles; French-American Cultural Exchange (FACE Foundation), French Cultural Services Office (Los Angeles Consulate); French District South California; French Morning Los Angeles; German American Chamber of Commerce California; German-American League of Los Angeles; German World Bilingual Magazine; Goethe Institut Los Angeles; Italian Chamber of Commerce Los Angeles; Italian Cultural Institute of Los Angeles; L'Italo-Americano; Sister Cities International; and National Heritage Language Resource Center, The Phoenix Club.
- Cultural Events: City of Lights City of Angels (COLCOA) French Film Festival (Los Angeles, April); Feast of San Gennaro (September); Le French Festival (Los Angeles, July); Los Angeles Hispanic Heritage Festival (October); Oktoberfest (September–October); and Renaissance Pleasure Faire (Irwindale, April–May).
- Explore immigration sponsorship options such as H-1B visas and green card pursuits to employ potential candidates and extend retention for otherwise qualified applicants.
- Mentor language interns, translators, teaching assistants, and volunteers who are interested in teaching. Encourage said candidates to pursue a substitute credential, if they so qualify.
- Maintain a database with potential applicants and provide said applicants assistance to become qualified for employment.

Retention

Teacher and staff retention will be a focus and responsibility of both the Governing Board and the proposed Charter School administrators. Insofar as is feasible, teachers will be paid salaries commensurate with their experience and comparable to GUSD. A competitive benefits program will be developed for teachers and staff to enhance retention and employment satisfaction (see [Element 1](#), How Learning Best Occurs, *Coalition of Essential Schools' 10 Common Principles*, Principle 9, Resources Dedicated to Teaching and Learning). As the Charter School matures, teacher and staff salaries and benefits will increase. Teacher and staff input will be valued as this is a core component of job satisfaction. Accordingly, they will be provided opportunities for shared decision making with the proposed Charter School principal (see [Element 1](#), “How Learning Best Occurs, *Coalition of Essential Schools' 10 Common Principles* Principle 3, Personalization,

and Principle 7, Tone of Decency and Trust). Faculty and staff members employed by the proposed Charter School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this petition, as well as an ability and motivation to work as part of a team with parental involvement. The proposed Charter School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the proposed Charter School concept.

Global diversity at the proposed Charter School will be a reciprocal process. Eligible administrators and teachers will be encouraged to apply to Exchange Programs endorsed by the United States Department of State, Bureau of Educational and Cultural Affairs. Said programs include: Educational Seminars for Educational Administrators, Teachers for Global Classrooms, Global Connections and Exchange, and Fulbright Distinguished Awards in Teaching Program.

B. Performance Evaluations

The Governing Board will evaluate the principal at least annually. Informal evaluations will be ongoing. Metrics which may be considered in the evaluation include:

- Fulfillment of responsibilities as enumerated in the job description;
- Fulfillment of California Professional Standards for Education Leaders;
- Implementation of the petition and adherence to its guiding principles;
- Development of successful academic programs and achievement of educational goals;
- Creation of a school atmosphere aligned to the Coalition of Essential Schools principles;
- Development of high parental and community involvement;
- Follow-through from informal observation feedback and constructive criticism; and
- Feedback from the school climate survey.

Teachers will be evaluated by the principal and/or administrative designee at least annually. New and struggling teachers may be formally evaluated on a more frequent basis. Informal evaluations will be ongoing. Metrics which may be considered in the evaluation include:

- Fulfillment of responsibilities as enumerated in the job description;
- Fulfillment of California Standards for the Teaching Profession;
- Adherence to the petition's guiding principles;

- Creation of a classroom atmosphere aligned to the Coalition of Essential Schools principles;
- Follow-through from informal observation feedback and constructive criticism; and
- Feedback from the school climate survey.

Classified and other personnel will be evaluated by the principal and/or administrative designee at least annually. New and struggling personnel may be formally evaluated on a more frequent basis. Informal evaluations will be ongoing. Metrics which may be considered in the evaluation include:

- Fulfillment of responsibilities as enumerated in the job description;
- Adherence to the petition's guiding principles;
- Contribution to a school atmosphere aligned to the Coalition of Essential Schools principles;
- Follow through from informal observation feedback and constructive criticism; and
- Feedback from the school climate survey.

If an evaluation reveals unsatisfactory job performance, a conference will be scheduled between the employee and supervisor to develop a written action plan detailing recommendations for improvement. The action plan will outline: specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review.

C. Assurances and Background Checks

The proposed Charter School shall comply with all applicable laws regarding criminal background checks, including Education Code §§ 45125.1 and 44237. The proposed Charter School will require its employees to be examined and determined to be free of active tuberculosis as described in Education Code § 49406 or AB 1667. Unsupervised volunteers will also be subjected to criminal background checks and tuberculosis clearance. The proposed Charter School will comply with State and Federal laws concerning the maintenance and disclosure of employee records. The proposed Charter School will comply with State and Federal mandates and legal guidelines relative to NCLB. Pursuant to Education Code § 47605(l), the proposed Charter School may avail itself of the flexibility provided with regard to teachers of noncore, noncollege preparatory courses.

D. Key Personnel Qualifications

Job descriptions, titles, and work schedules are reviewed and modified as necessary to meet the needs of the proposed Charter School and its students. The following is a list of all proposed Charter School employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff with job descriptions along with minimum and desirable qualifications:

- **Principal.** The principal serves as the instructional leader, chief fiscal officer, and the chief administrator the proposed Charter School and is responsible for the direction of the instructional program, staff performance, and the operation of the school plan.

Duties and Responsibilities include, but are not limited to:

- Faculty and Instructional Program
 - Develop and manage an articulated academic program;
 - Recruit highly qualified teachers;
 - Mentor and develop teachers to become leaders in the classroom and Charter School;
 - Observe and evaluate faculty on a regular basis;
 - Review instructional documents and provide feedback to teachers;
 - Design and review progress towards professional growth plan goals with teachers; and
 - In collaboration with others, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Students
 - Ensure academic program meets compliance regulations around credit and course requirement;
 - Develop and implement an ongoing process for assessing students' needs (including delivery of internal and external benchmarks);
 - Implement student recruitment plan;
 - Coordinate standardized and internal testing and evaluation of students;
 - Design and implement a data-driven system to monitor and assess student achievement;
 - Develop and implement a student incentive policy; and
 - Manage student enrollment, attendance, and discipline policies and procedures.
- Community & Communications

- Articulate the desired Charter School culture and provide evidence of success;
 - Represent the proposed Charter School at meetings/forums;
 - Facilitate parent and family relations;
 - Manage relationships with external educational partners;
 - Develop and maintain relationships between parents, students, teachers, classified staff, community members, Charter School's Governing Board, and all other stakeholders;
 - Schedule and coordinate meetings, Charter School events, and workshops for Charter School constituencies;
 - Demonstrate an effective management skills, including collaboration, teamwork and delegation; and
 - Submit regular reports to the proposed Charter School's Governing Board on the progress of the school.
- School Operations
 - Collaborate with the leadership team to synthesize the proposed Charter School's vision, goals, and objectives into an annual operational plan;
 - Implement policies adopted by the proposed Charter School's Governing Board;
 - Develop and manage the instructional calendar;
 - Organize professional development programs;
 - Collaborate with the leadership team to coordinate support services, such as: transportation, food services, counseling, and compliance reporting;
 - Manage the faculty and staff to achieve a successful academic program and achievement of educational goals;
 - Provide instructional leadership to faculty;
 - Develop and implement the curriculum in adherence to the charter; and
 - Implement and model the professional standards of the proposed Charter School.

Qualifications include, but are not limited to:

- Education
 - An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
 - Coursework in multicultural education or equivalent study.
 - Coursework in culture, language, and methodology or equivalent study.
- Credentials
 - A California K-12 teaching credential and
 - an Administrative Services Credential authorizing K-12 service.

- Experience
 - At least five school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in K-12 teaching service.

In addition to or concurrent with the five years required above:

 - At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
 - At least one year of service in an administrative or supervisory position utilizing an administrative credential, such as assistant principal or equivalent position.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Ability to communicate in one or more of the target languages;
 - Knowledge of current instructional programs and curriculum;
 - Ability to lead, direct, and supervise teachers and staff, including sensitivity to what is appropriate in dealing with students, teachers, administrators, and the public;
 - Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
 - Ability to recognize, use, and credit ideas of others;
 - Recognition that differences in backgrounds present an educational challenge toward the improvement of working relationships;
 - Evidence of educational leadership at the elementary level, including the ability to: promote and provide opportunities for recognition, development, and leadership among students and colleagues; and work cooperatively with students, families, Charter School personnel, and community partners;
 - Professional growth appropriate for educational administration; awareness of and ability to recognize the effect of proposed or new local or state requirements on dual language programs; alertness in the perception of policy and information needs;
 - Understanding of and sensitivity to diversity in the school community and knowledge of resources and instructional materials related to diversity;
 - Knowledge of effective administrative and managerial practices and ability to implement them;
 - Leadership skill in facilitating group processes, including consensus building and conflict resolution;
 - Ability to communicate effectively with students, parents, peers, other personnel, and community representatives, both individually and as a group;

- Ability to direct the management activities associated with the positions of elementary school principal and middle school principal;
 - Knowledge of proposed Charter School Governing Board policies and procedures, goals and objectives, organizational structure and functions, the California Education Code, proposed Charter School Governing Board rules, negotiated contracts, and consent decrees;
 - Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment;
 - Ability to compose and comprehend written communication;
 - Knowledge of and skill in budget preparation and control;
 - Ability to observe and evaluate subordinates' activities;
 - Mobility to traverse all areas of the worksite; and
 - Ability to travel to other sites/locations.
- **Assistant Principal/Lead Teacher.** The assistant principal (or lead teacher) will assist the principal in overseeing the development and day-to-day operations of the academic programs and school operations according to the specified goals of the charter petition. Duties and Responsibilities include, but are not limited to:

Duties and Responsibilities include, but are not limited to:

- Educational Leadership
 - Assisting in formulating, interpreting, and implementing the school's administrative policies;
 - Supervising instruction and activities;
 - Developing and improving instructional programs and student services, plan management, staff development, and community affairs; and
 - Performs other functions as necessary.

Qualifications include, but are not limited to:

- Education
 - An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
 - Coursework in multicultural education or equivalent study.
 - Coursework in culture, language, and methodology or equivalent study.
- Credentials
 - A California K-12 teaching credential and
 - an Administrative Services Credential authorizing K-12 service.
- Experience

- At least four school years of successful full-time public school certificated position(s), with no fewer than three years of which must have been in teaching service.
 - At least two school years of service in a certificated position(s) directly related to an elementary instructional program covering grades K through 8, inclusive.
 - At least one year of verifiable experience in a non-classroom setting is preferred.
 - Knowledge, Skills, Abilities, and Personal Characteristics
 - Ability to communicate in one or more of the target languages;
 - Leadership in the field of education and in securing community cooperation;
 - Capacity to lead, direct, and supervise fellow workers in education on a democratic basis;
 - Understanding of, and sensitivity to the needs of the various cultural and ethnic groups in the school community;
 - Ability to direct the management activities associated with the position of principal or assistant principal;
 - Knowledge of the Education Code, Charter School Governing Board policies and operating procedures, and negotiated agreements;
 - Facility in oral and written communication; and
 - Appropriate manner including poise, tact, good judgment, and ability to work effectively with GUSD personnel, community representatives, and students.
- **Teachers.** Teachers teach specific grades (or disciplines) for which they are appropriately authorized. Master teachers, who are experienced in dual language pedagogy, will mentor rookie and pre-service teacher interns. Teachers are selected by the principal on an application and interview basis. Selection of teachers is based on teaching experience, ability to teach in the target language, the degree of subject matter expertise, and ability to demonstrate classroom instructional capabilities.

Duties and Responsibilities include, but are not limited to:

- Instructional Process
 - Maintain current teaching certification as applicable;
 - Deliver instruction to students in assigned subjects;
 - Plan and implement a program of instruction that adheres to the proposed Charter School's philosophy, goals and objectives as outlined in the school charter;

- Make purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task;
 - Plan and implement a program of study designed to meet individual needs of students;
 - Create a classroom environment conducive to learning by employing a variety of appropriate teaching strategies;
 - Encourage student enthusiasm for the learning process and the development of good study habits;
 - Prepare substitute folder containing appropriate information;
 - Plan and prescribe purposeful assignments for teaching assistants, tutors and volunteers as needed;
 - Demonstrate a strong grasp of subject matter; and
 - Use effective oral and written expression in English and target language
- Student Evaluation
 - Recognize learning problems and make referrals, as appropriate;
 - Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills checklists, criterion-referenced tests and norm-referenced tests;
 - Provide progress and interim reports as required; and
 - Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and State and Federal laws.
- Curriculum Development
 - Keep current in subject matter knowledge and learning theory and display willingness to share this knowledge for continual improvement of the school's curriculum;
 - Assist on the ongoing curriculum revision process, including the revision of written courses of study; and
 - Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.
- Student Safety
 - Uphold consistently the proposed Charter School's policies for classroom management, student interaction, and student discipline;
 - Take necessary and reasonable precautions to protect students, equipment, materials and facilities;
 - Uphold responsibility as a mandated reporter to report any form of suspected child abuse and/or neglect;
 - Share responsibility during the school day for the supervision of students in all areas of the school; and

- Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.
- Public Relations
 - Uphold and enforce Charter School rules and policies;
 - Work cooperatively with parents to strengthen the educational program for their children; and
 - Establish and maintain cooperative relationships with other staff members.
- Professional Growth
 - Develop and follow an annual professional development plan that includes clearly stated metrics of success;
 - Maintain membership in appropriate professional organizations;
 - Attend faculty and staff meetings as required;
 - Contribute to the intellectual capital of the proposed Charter School by asking questions and making suggestions for improvement; and
 - Maintain appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Mentorship
 - Master Teachers will mentor rookie and preservice teachers

Qualifications include, but are not limited to:

- Education
 - An earned bachelor's degree from an accredited college or university; and
 - NCLB compliance for core, college preparatory subjects.
- Credential
 - A California K-12 credential or credential combination authorizing teaching service in the area and at the level of the assignment;
 - English Learner authorization; and
 - BCLAD or equivalent credential.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Thorough knowledge of and ability to conduct and implement a cognitively challenging instructional program as required by approved course of study;
 - Ability to differentiate instruction to meet diverse student learning needs;
 - Ability to cooperate with the school faculty and administration in the development of a coherent program of instruction;
 - Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program;

- Thorough knowledge of content and pedagogy necessary for effective instruction; enthusiasm for, and imagination and creativity in teaching the necessary skills for academic success; and commitment to the education of all students;
 - Understanding of the physical, intellectual, social, and emotional developmental growth patterns of students;
 - Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
 - Ability to communicate effectively including giving clear concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement;
 - Ability to compose and comprehend written communication;
 - Ability to properly use and to care for the materials, supplies, and equipment employed in teaching;
 - Appropriate personal appearance, cleanliness, and manner; and
 - Poise, tact, and good judgment, and commitment to the education of all students.
- **Instructional Aides.** Instructional aides provide instructional support and assistance to teachers and other certificated personnel.

Duties and Responsibilities include, but are not limited to:

- Assists teachers or other certificated personnel in preparation for, carrying out, and following up on instruction to individual or small groups of students as assigned; may also assist with instructional materials, audio-visual equipment, and the maintenance of student records;
- Assists teachers, the leadership team, and/or staff with maintaining control of assigned classes to ensure a suitable learning environment, both in classrooms and on Charter School grounds;
- May be assigned limited responsibility to teach specific subject matter, in which the teacher assistant has special skills or training, to a small group of students, under the immediate supervision of a teacher or other certificated personnel; and
- Performs other functions as necessary.

Qualifications include, but are not limited to:

- Education and Experience
 - Possession of a high school diploma or GED.
 - Preferred candidates will meet one of the following:
 - Possess an Associate of Arts (AA) degree or higher from a recognized college or university **or**

- Obtain a passing score on the CBEST **or**
- Complete 60 semester units or 90 quarter units from a recognized college or university.
- qualified for an internship program such as Amity's internship program or other programs sponsored by the various consulates.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Understanding of the physical, intellectual, social, and emotional growth patterns of students;
 - Ability to properly use and to care for teaching materials, supplies, and equipment;
 - Appropriate appearance and cleanliness;
 - Commitment to the education of students;
 - Appropriate manner, including poise, tact, and use of good humor;
 - Oral and written communication skills; and
 - Ability to work effectively with all racial, ethnic, language, disability, and socioeconomic groups.
- **Campus Monitor.** Assists in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on a school campus and at bus loading points at the direction of a school administrator or teacher.

Duties and Responsibilities include, but are not limited to:

- Patrols school corridors, locker rooms, rest rooms, assembly and athletic facilities, gymnasiums, bus-loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Provides information to school administrators regarding causes and effects of campus and community tension.
- Gathers information and provides advice regarding student activities.
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May discuss with student groups issues relating to narcotics, gambling, attendance, gang activities, vandalism, safety, and community relations.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.

- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May assist a certificated employee in supervising students during field trips and special events.
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs.
- May deliver, set up, lay out, or collect equipment and other materials.
- Performs related duties as assigned.

Qualifications include, but are not limited to:

○ Education and Experience

- Possession of a high school diploma or GED.
- Preferred candidates will meet one of the following:
 - Possess an Associate of Arts (AA) degree or higher from a recognized college or university **or**
 - Obtain a passing score on the CBEST **or**
 - Complete 60 semester units or 90 quarter units from a recognized college or university.
 - qualified for an internship program such as Amity's internship program or other programs sponsored by the various consulates.

○ Knowledge, Skills, Abilities, and Personal Characteristics

- Understanding of the physical, intellectual, social, and emotional growth patterns of students;
- Ability to properly use and to care for teaching materials, supplies, and equipment;
- Appropriate appearance and cleanliness;
- Commitment to the education of students;
- Appropriate manner, including poise, tact, and use of good humor;
- Oral and written communication skills; and
- Ability to work effectively with all racial, ethnic, language, disability, and socioeconomic groups.

- **Special Education Coordinator.** The Special Education Coordinator coordinates, implements, and monitors legal and special education policy compliance activities regarding students with disabilities eligible for special education.

Duties and Responsibilities include, but are not limited to:

- Develops and coordinates measurement, scheduling, training, implementation, and monitoring procedures and activities for school compliance reviews;
- Coordinates and provides services necessary for IEP compliance;
- Arranges for the teacher(s) of the student to attend IEP reviews;
- Communicates with parents about progress made toward attaining the goals stated on the student's IEP, and informs them of due process procedures and rights;
- Completes the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Consults regularly with the principal to ensure that the objectives and goals of students with IEP's are being met;
- Assists in the implementation of special education consent decrees and the development of compliance policies, procedures, and communications;
- Develops relevant training and monitoring systems;
- Coordinates and serves as a consultant for the implementation, monitoring, and evaluation of special education instructional programs to meet Federal, State, and SELPA compliance standards at all grade levels;
- Provides assistance and support in the investigation and resolution of complaints related to special education compliance;
- Participates in, and contributes to, the development and revision of comprehensive special education policies and procedures;
- Prepares monitoring reports and other written material for submission to the California Department of Education, GUSD administrative offices, and other agencies as may be appropriate; and
- Performs other functions as necessary.

Qualifications include, but are not limited to:

- Education
 - An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university;
 - Coursework in multicultural education or equivalent study; and
 - Coursework in culture, language, and methodology or equivalent study.
- Credential
 - A California K-12 credential authorizing special education service.
 - English Learner authorization.
 - Bilingual competency and/or certification, is preferred.
- Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of the fundamental principles and accepted practices, current trends, literature and research in the field of special education;
 - Knowledge of special education curriculum, instructional objectives, and best instructional methods and strategies;
 - Knowledge of Federal, State and local policies, rules, laws, regulations, and legislation pertaining to special education including the Federal Corrective Action Plan (FEDCAP) for California, consent decrees, consent decree action plans, the Individuals with Disabilities Education Improvement Act (IDEIA), State of California Special Education Regulations, and District special education policies;
 - Ability and integrity in dealing with confidential matters;
 - Ability to provide leadership including decision-making, problem-solving, and delegation of authority;
 - Ability to work effectively and cooperatively with diverse racial, ethnic, socioeconomic, linguistic, and disability groups;
 - Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment; and
 - Leadership skill in facilitating group processes, including consensus building and conflict resolution.

- **Director of Curriculum and Instruction.** The Director of Curriculum monitors the academic activities of the proposed Charter School such as: curriculum, instruction, assessment, professional development.

Duties and Responsibilities include, but are not limited to:

- Provide ongoing professional development in common core state standards, assessment, RTI², SDAIE, and other relevant instructional strategies;
- Support teachers in making the demands of the discipline accessible to students with instructional challenges;
- Collect and monitor the academic growth of the student body through available data;
- Train teachers how to read data and how to use it in planning and driving the school's curriculum and strategic plan;
- Assist in selecting texts, materials, and refining curriculum;
- Assist in the development and alignment of instructional pacing guides, unit plans, lesson plans, and overall curriculum;

- Assist in the development of reports such as the School Accountability Report Card, Single Plan for Student Achievement, WASC Self-Study and IB Authorization, should IB be implemented; and
- Performs other functions as necessary.

Duties and Responsibilities include, but are not limited to:

- Education
 - An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
 - Coursework in multicultural education or equivalent study.
 - Coursework in culture, language, and methodology or equivalent study.
- Credentials
 - A California K-12 valid teaching credential.
 - An Administrative Services Credential authorizing K-12 service is preferred.
- Experience
 - At least four school years of successful full-time public school certificated position(s), with no fewer than three years of which must have been in teaching service;
 - At least two school years of service in a certificated position(s) directly related to a elementary instructional program covering grades K through 8, inclusive; and
 - At least one year of verifiable experience in a non-classroom setting is preferred.
 - At least three years of experience in an IB program, preferred, should IB be implemented.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Thorough knowledge of and ability to conduct and implement a cognitively challenging instructional program as required by an approved course of study;
 - Ability to differentiate instruction to meet diverse student learning needs;
 - Ability to cooperate with the school faculty and administration in the development of a coherent program of instruction;
 - Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program;
 - Thorough knowledge of content and pedagogy necessary for effective instruction; enthusiasm for, and imagination and creativity in teaching the necessary skills for academic success; and commitment to the education of all students;

- Knowledge of the International Baccalaureate course structure, preferred;
 - Understanding of the physical, intellectual, social, and emotional developmental growth patterns of students;
 - Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
 - Ability to communicate effectively including giving clear concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement;
 - Ability to compose and comprehend written communication;
 - Ability to properly use and to care for the materials, supplies, and equipment employed in teaching;
 - Appropriate personal appearance, cleanliness, and manner; and
 - Poise, tact, and good judgment, and commitment to the education of all students.
- **Office Manager.** Manages and advises on financial matters and accounting procedures pertaining to student body funds, cafeteria collections, and other authorized collections.

Duties and Responsibilities include, but are not limited to:

- Collects, counts, records and deposits all monies for field trips, fundraising, and any other source involving monetary activity; posts and maintains accurate ledgers for internal funds;
- Reviews and sorts mail; date stamps invoices and statements; establishes and maintains control procedures for processing incoming correspondence and action documents; maintains files of financial transactions and related correspondence in accordance with approved retention schedules;
- Develops and monitors purchase orders; prepares credit applications with vendors; purchases approved items; verifies that items ordered are received;
- Codes invoices/statements, collates appropriate backup documentation and routes for account payable processing; processes reimbursements; submits school bills for payment; reconciles check register; prepares check register for proposed Charter School Governing Board agenda review;
- Contacts vendors, administrative offices and financial institutions to resolve problems or discrepancies related to accounts, balances, purchases and payments;
- Assists in budget and audit development; monitors budget line items for variances;

- Tracks and coordinates maintenance of equipment; develops and maintains property inventory;
- Coordinates minor facility concerns and repairs;
- Coordinates payroll transactions and transmits appropriate reports; disseminate paychecks and paystubs;
- Calculates monthly employer and employee CalSTRS contributions; coordinates with CalSTRS consultant to ensure appropriate retirement reporting; prepares voucher for payment to LACOE;
- Disseminates, collects, and monitors free/reduced lunch applications; determines eligibility for free/reduced lunch; provides qualifying notices to applying families;
- Coordinates menu with food service provider; certifies meal plan; orders and monitors meals delivered; processes monthly reimbursement claim with National School Lunch Program;
- Advises principal regarding internal compliance, account balances, audit findings, and site policies and procedures related to accounting and financial management and
- Performs other functions as necessary.

Qualifications include, but are not limited to:

- Education:
 - Possession of a high school diploma or GED.
- Experience
 - Five years of progressive office experience.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Accounting practices and procedures;
 - Office practices, procedures, and management techniques;
 - Principles and terminology of purchasing;
 - Budget procedures;
 - Sales, withholding, and federal and state employment tax regulations;
 - Statistical and arithmetical presentation of data;
 - Basic principles of office computer operation;
 - Spreadsheet and word processing programs;
 - Operate office computer, calculator, and other office machines;
 - Follow established administrative procedures;
 - Technically supervise and coordinate the work of students assisting in a student body activity;
 - Establish and maintain effective relations with students and school employees;
 - Conduct business and maintain favorable relations with vendors; and

- Exercise independent judgment and apply sound business practices to student body financial activities.
- **Counselor.** Provides counseling services to students for the early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment.

Duties and Responsibilities include, but are not limited to:

- Identify and provide advocacy, child welfare, and attendance services to students;
- Facilitate student achievement by preventing students dropping out, improving their social adjustment, and adding to their sense of stability;
- Identify, assess, and provide clinical intervention to students with behavioral, social, and attendance issues for appropriate school-based and community services;
- Have knowledge of and ability to utilize effective group and individual counseling skills and techniques;
- Provide counseling services and on-going case management to targeted students and their families;
- Participate in the development and revision of policies and procedures relating to safety, violence prevention, and the welfare of students;
- Protect the educational rights of at-risk students, foster-care, homeless students, pregnant and parenting teens, and other disenfranchised youth by linking them to the appropriate services and advocating on their behalf;
- Participate in the development, planning, and implementation of multidisciplinary and integrated learning support services such as Student Success Team (SST), Resource Coordinating Team (RCT), School Attendance Review Team (SART), and Dropout Prevention and Recovery Team;
- Initiate referrals for parents and students to appropriate community agencies when their needs are beyond the scope of the school; work cooperatively with these and other agencies on a continuing basis regarding aspects of the student's problems which may affect school adjustment;
- Develop and maintain school-site attendance plan and motivation/incentive programs;
- Promote the development and involvement of community partnerships;
- Participate in crisis response as may be necessary;
- Provide leadership in facilitating group processes, including consensus building and conflict resolution;
- Assist in the coordination of standardized assessments including: California English Language Development Test (CELDT/ELPAC) and Smarter Balanced (SBAC);

- Assist students with institutions of higher education processes such as college applications and financial aid;
- Assist in the development of the master schedule and assign students to appropriate classes. Modify student schedules as may be necessary; and
- Develop and implement training as needed for school staff.

Qualifications include, but are not limited to:

- Education
 - An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
 - Coursework in multicultural education or equivalent study.
 - Coursework in culture, language, and methodology or equivalent study.
 - Experience
 - At least two school years of successful full-time public school certificated position(s).
 - Knowledge, Skills, Abilities, and Personal Characteristics
 - Knowledge of and experience in the use of counseling and guidance techniques with elementary students;
 - Ability to work effectively and cooperatively with colleagues, other personnel, and community representatives and agencies;
 - Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts;
 - Knowledge of uses, interpretation, and limitations of standardized individual and group tests;
 - Ability to communicate effectively with students, parents, and personnel;
 - Ability to work effectively with students in an advisory capacity and with adults in a consultative role;
 - Understanding of the relationship between the total education program and counseling/guidance services;
 - Understanding of the physical, intellectual, social, and emotional growth patterns of students;
 - Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
 - Ability to compose and comprehend written communication;
 - Ability to travel to other sites/locations;
 - Mobility to traverse all areas of the worksite and
 - Ability to use word processing, spreadsheet, and presentation software.
- **Other Certified Staff/Substitute Teachers.** A list of day-to-day substitutes will be established and maintained. The proposed Charter School will also establish

relationships with educational staffing agencies to fill as-needed teaching assignments.

- **Office Personnel.** Support office personnel are selected by the principal on an application and interview basis. Selection is based on the ability to perform the job duties for that position.

Office personnel duties include, but are not limited to:

- Answering telephones;
- Filing documents and reports;
- Enrolling students;
- Managing/monitoring office operations;
- Ordering and purchasing office and classroom supplies, and vendor management;
- Developing and implementing clerical and administrative procedures for daily Charter School operations;
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned; and
- Bilingual translation and communication with parents and community.

Element 6: Health and Safety of Pupils and Staff

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 with a criminal record summary as described in Section 44237. Education Code § 47605(b)(5)(F).*

The proposed Charter School is committed to providing a safe, nurturing, healthy, and protective atmosphere in which every member of the community will grow and prosper. The proposed Charter School will ensure the safety of the students and staff by complying with the current GUSD charter school standards and policies for health and safety as well as all state and federal laws, including Education Code § 44237. The proposed Charter School will develop and implement appropriate and comprehensive health and safety procedures and risk management policies, designed in consultation with its insurance carrier(s) and risk management experts. The proposed Charter School will train its employees on the health, safety, and emergency procedures, including child abuse awareness and reporting and shall conduct emergency drills for students and staff.

A. Health and Safety Policies

Criminal Background Checks and Fingerprinting

The proposed Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with Education Code §§ 44237 and 45125.1: 1) its employees and candidates thereof, 2) employees of vendors or independent contractors providing school site services who may have unsupervised contact with students, and 3) volunteers who will be performing services that are not under the direct supervision of a proposed Charter School employee. The proposed Charter School shall maintain on file that it has performed criminal background checks and cleared for employment all employees prior to employment. The proposed Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. The proposed Charter School shall comply with the California Department of Justice agency and Custodian of Record guidelines. The designated Custodian of Records shall be responsible for the security, storage, dissemination, and destruction of criminal records furnished to the School and will serve as the primary contact for the California Department of Justice.

Role of Staff as Mandated Reporters

The proposed Charter School will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting and AB 1432 regarding required child abuse and neglect mandated training. The proposed Charter School staff must report to the proper authorities if they suspect: sexual assault; neglect; willful cruelty or unjustifiable punishment; cruel or inhuman corporal punishment or injury; and/or abuse in out-of-home care.

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The principal will work with faculty and staff members to make sure appropriate steps are taken if a mandated reporting situation occurs. Training will reinforce: 1) that it is the employee’s duty and responsibility to report any reasonable suspicions of child abuse and/or neglect; and 2) failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both.

Staff will not be made to investigate any incident, only report to the principal and/or proper authorities. Suspected cases of child abuse may be brought to the principal or his/her designee for consultation. The proposed Charter School staff will complete a written report of the situation and immediately notify the Department of Children Services. If necessary, the Glendale Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Glendale Police Department since the reporter will be most knowledgeable of the situation.

Should it be necessary to remove the child from the the proposed Charter School, proposed Charter School staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent(s) and/or guardian(s).

Immunizations and Health Screenings

As indicated in the previous element, the proposed Charter School will require its employees to be examined and determined to be free of active tuberculosis as described in Education Code § 49406 or AB 1667. Unsupervised contractors and volunteers will also

be subjected to tuberculosis clearance. The proposed Charter School will maintain tuberculosis clearances on file.

Students shall be required to provide records documenting immunizations as is required by Health and Safety Code and California Code of Regulations. Students will be screened for vision, hearing and scoliosis as is required by Education Code § 49450 *et seq.* Communicable disease inspection will be conducted periodically. A student suspected of carrying a communicable disease will be excluded from the proposed Charter School until guidelines for readmission are met. For outbreaks of lice, the proposed Charter School shall follow the suggested preventative routines outlined by the Los Angeles County Health Department.

Pursuant to Education Code § 49452.7(a), the proposed Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming seventh grade pupils. The information sheet shall include, but shall not be limited to, all of the following: 1) A description of type 2 diabetes; 2) A description of the risk factors and warning signs associated with type 2 diabetes; 3) A recommendation that pupils displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes; 4) A description of treatments and prevention methods of type 2 diabetes; and 5) A description of the different types of diabetes screening tests available.

Medication in School

The proposed Charter School will adhere to Education Code § 49423. Students may receive assistance from designated staff and/or may carry and/or self-administer medication, pursuant to medical advice. Parents must bring prescribed medication(s) to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing the proposed Charter School staff to administer medication(s). Designated staff will put the medication(s) in a locked cabinet or refrigerator, as may be needed for medication(s) requiring refrigeration. Designated staff will log medication administration times for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. This may include calling for students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff may provide parents with a notice to alert them that additional medication will soon be necessary.

B. Site Compliance: Workplace Safety and Wellbeing

The proposed Charter School will comply with Education Code § 47610. Moreover, it agrees to comply with applicable building and health and safety codes. The proposed Charter School shall be a drug, alcohol, and tobacco free workplace. The proposed Charter School will develop a Wellness Policy as is required by the National School Lunch Program. The Wellness Policy will include: nutrition education, School meals, and staff wellness. In support of the Wellness Policy, the proposed Charter School will encourage the establishment of a staff committee to assist in identifying and supporting, the health, safety, and wellbeing of staff.

The proposed Charter School will meet State and Federal guidelines for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Employees will be trained in the dangers of and response to bloodborne pathogens as prescribed by the Occupational Safety and Health Administration. When exposed to blood or other bodily fluid through injury or accident, staff and students shall follow the appropriate disinfecting procedures.

The proposed Charter School will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will be requested to report any unsafe conditions or potential hazards. If an employee suspects a concealed danger is present on the proposed Charter School's premises, or in a product, facility, piece of equipment, process, or business practice for which the proposed Charter School is responsible, the employee will bring it to the attention of their supervisor or principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the principal regarding the problem.

The proposed Charter School is committed to providing an environment that is free from sexual harassment, as well as any harassment based upon the protected classes previously discussed in element 4/D. The proposed Charter School's employees will be trained on workplace harassment as is prescribed by law.

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

C. Health and Safety Plan

The proposed Charter school will keep on file an up-to-date School Health and Safety Plan. The school staff will be trained annually on the safety procedures outlined in the plan. On a periodic basis, the proposed Charter School may issue rules and guidelines governing workplace safety and health. Employees will familiarize themselves with the rules and guidelines as strict compliance will be expected. Components of the plan are described below.

Emergency Preparedness Procedures

The proposed Charter School will comply with applicable laws and requirements regarding campus safety in the event of an emergency. It will ensure that specific policies and procedures are clearly delineated. Staff will be appropriately trained and will understand their role in the event of an emergency.

Fire Drills

Fire drills will be conducted as prescribed by law. Designated personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will ensure that windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will link themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Earthquake and Disaster Preparedness

The proposed Charter School will participate with the Great ShakeOut earthquake drill conducted annually in October. Other disaster drills will be conducted as prescribed by law. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement. Staff and students will hear “This is an emergency drill. Duck and cover.” During the

“duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement or a visible signal from a member of the leadership team.

In the case of a real earthquake or other disaster, everyone must engage in the “duck and cover” routine immediately and remain in position until it is determined that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of lockdowns or disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The proposed Charter School site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Bomb Threats

If an employee receives a bomb threat, the employee receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the leadership team will make a decision whether an immediate evacuation is warranted. If an evacuation is conducted, the office personnel will coordinate information requests to and/or from law enforcement and parents and guardians. If an immediate evacuation is not warranted, the principal or designee will notify teachers to inspect their room for any suspicious materials or unknown packages,

without alarming students. Unassigned staff will report to the office for assignments such as searching offices, bathrooms, and other common areas, including outdoor facilities.

Unplanned Evacuations

A disaster of a significant nature may require the evacuation of the proposed Charter School. Immediately upon notification by outside authorities that the proposed Charter School must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will coordinate the evacuation. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will link themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members previously designated by the administrative staff. Once at the designated evacuation site, teachers and other staff will ensure that students find their respective teachers. Teachers will then take roll to ensure that students are accounted for. The names of missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers will be expected to stay with their classes for the duration of the emergency.

Students will remain with their teachers at the designated evacuation site until the principal or designee gives the “all clear” signal. In the event students cannot return to the school site, the principal or his/her designee will notify parents and/or the media as to where the students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Immunizations

All students who enroll for the first time must demonstrate, such as with a Mantoux (PPD) test or with a tuberculosis risk assessment, that they are free of active tuberculosis. Students must also provide evidence of the following immunizations: polio

(four shots), DPT (five shots), MMR (two shots), hepatitis B (three shots). The office will review immunization records for compliance. Students who do not meet the state requirements will be excluded from school until these requirements are met. Documentation from a physician is required for all waived immunization requirements.

Injuries

If a child sustains any type of major injury (e.g., a broken bone), a note from their doctor is required before child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. Children with cast and splints are not allowed to participate in physical education activities, but alternative activities are arranged until the cast or splint is removed.

Head Lice

Children with head lice are excluded from school until all nits/eggs are removed and clearance is given for the child to return to class. Parents will be requested to notify the school if their child has a confirmed or suspected case of lice.

Special Medication

Children may only receive medication during school hours with a written request from the parent/guardian and from the physician who is responsible for the medical management of the child. Parents are urged, however, to request that the physician develop a schedule in which taking medication in school is minimized or eliminated. Request should be processed through the office. All medications must be stored at school in the original prescription bottle, labeled with dosage instructions, and be administered in the office. No student may carry his or her own medication or take medication unsupervised except in the case of inhaler where the doctor has given permission. If a child takes medication regularly during non-school hours, you should leave a short term supply in the office to be used in case of an emergency, such as an earthquake.

Food Service and other Auxiliary Services Safety

One aspect of holistic education is teaching healthy lifestyle choices. Good nutrition is vital to a child's physical, emotional, and academic development. Those concerned about the wellness of children should spread a common message to the community, that a child's healthy body and mind has a foundation in the food and beverage choices made available at school and elsewhere. The proposed Charter School will follow Department

of Health and National School Lunch Program guidelines in its food service program operation and will bid out the food service program via Requests for Proposals (RFP). The food service contract will be forwarded to the California Department of Education's School Food Service Contracts Unit for review, pursuant to Title 7, CFR Section 210.19(a)(5). Vendor selection must consider equipment needs of the vendors and compliance with National School Lunch Program guidelines and ability to meet Federal reimbursement rates. Contractor's personnel for food service, special education, or other needed service will follow the fingerprint and tuberculosis clearance previously described.

Safe Place to Learn Act

The proposed Charter School will comply with the Safe Place to Learn Act, as previously described in element 4, section F.

Federal Education Rights and Privacy Act (FERPA)

The proposed Charter School will follow the guidelines detailed in the Federal Education Rights and Privacy Act, including the annual notice requirement. A sample of the annual notice is found at the end of this element.

Conditions for Classroom Visitation and Removal

The Governing Board will adopt a Classroom Visitation and and Removal policy to empower the principal to remove disruptive persons. A sample of the policy is found at the end of this element.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of

attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a school bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call 202-260-3887 or visit <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

CONDITIONS FOR CLASSROOM AND SCHOOL VISITATION AND REMOVAL POLICY

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

International Studies Language Academy (ISLA) encourages parents, guardians, and interested members of the community to visit the school and view the educational programs. Since ISLA also endeavors to create a safe environment for all stakeholders which is conducive to the learning process, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment.

Parents, guardians, and other visitors, including children who are not students at ISLA shall not loiter on school premises, including the parking lot and patio. The front of the school may be used for picking up and dropping off students. Parents, guardians, and other visitors are expected to leave campus premises upon the conclusion of any business matters or after picking up or dropping off their child(ren) at school. If a parent, guardian, or other visitor wishes to visit ISLA to view the educational program, the visitor must comply with the following procedures, which have been developed to ensure the safety, of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627 *et seq.*:

1. Visits during school hours should first be arranged with the teacher and the parent coordinator, at least three days in advance. If a conference is desired, an appointment should be set with the parent coordinator or teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the principal or designee.
2. All visitors shall register in the front office immediately upon entering the school building when during regular school hours. When registering, the visitor is required to provide his/her name, address, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises.
3. The principal or designee may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt

the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

4. The principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, teachers, or its other employees.
5. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the principal, principal's designee, or the governing board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the principal or governing board president within five days after the denial or revocation. The principal or board president shall promptly mail a written hearing. A hearing before the principal shall be held within 10 days after the principal receives the request. A hearing before the board shall be held at the next regularly scheduled governing board meeting after the board president receives the request.
7. The principal or designee shall seek the assistance of law enforcement in dealing with or reporting any visitors in violation of this policy.
8. At each entrance of the school, signs shall be posted specifying the hours during which registration is required, stating where the office of the principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and principal's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable

by a fine of up to \$500.00 or imprisonment in the county jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitors which would prohibit him/her from coming onto school grounds, or attending school activities for any purpose for a period of up to three (3) years.

Element 7: Racial and Ethnic Balance

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

Diversity is a core value of ISLA. Students from various racial and ethnic groups so as to achieve a balance that. Diversity is an inherent value at the proposed Charter School. Students will be recruited from various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of of GUSD. The proposed Charter School will also endeavor to recruit an economically diverse student population.

Prior to submitting this petition, representatives from the proposed Charter School set out to establish both community interest and support for the future School's mission and educational model. A diverse and dedicated committee of founding parents and community participants has established substantial interest from interested families. The proposed Charter School also anticipates to develop relationships with organizations that support the mission of the proposed Charter School, as previously described.

Recruitment Partnerships

The partnership building process, which has already begun, includes:

- Research, examine, and list all community service organizations, schools, religious and ethnic organizations, libraries, parks, community gathering places serving the people within the target geographical boundaries of southern Glendale.
- Utilize different language fluencies to best communicate with the populations in the area. If school leaders are not themselves proficient in the needed languages, a translator will be involved at the communication processes, and will translate school and recruitment materials, as necessary. The School anticipates to translate recruitment documents in the target languages.
- Meet with leadership of previously identified elementary and middles schools to arrange informational meetings with the parents to educate them about the proposed Charter School option.
- Identify local community organizations, such as YMCA and YWCA. Meet with leadership of these organizations to facilitate meetings with families of school-age children.

- Contact leadership of local libraries, post offices, supermarkets, drugstores and other local businesses to enable leaving fliers and brochures about the proposed Charter School for local residents to access.
- Identify local religious and ethnic programs. Arrange informational meetings with the parents to educate families about the proposed Charter School.

Community Outreach Activities

Community outreach activities will include: informing leaders and their constituents and clients on the School's purpose, programs, and services; actively engaging with the community to understand the needs, questions, and concerns of community members; and fostering an ongoing mutually beneficial relationship with other organizations that are serving the community.

These organizations will assist in the outreach process and may provide opportunities to conduct workshops with prospective parents at their facilities or reach parents in various and nontraditional modes. Parent meetings and information tables, as well as a dedicated area for information and enrollment packets, are anticipated. In addition to utilizing the existing structures of organizations that serve the community, school leadership will publicize the proposed Charter School to potential parents at community events, fairs, and festivals.

Multilingual information sessions will be provided to ensure that all potential families are included. Every effort will be made to ensure that school representatives present speak a variety of languages. The principal or designee will lead meet and greet or town hall sessions for prospective and/or interested families. The proposed Charter School will also advertise its programs through its website and other relevant digital media.

Once the proposed Charter School is in operation, the principal will develop an outreach calendar, including onsite open houses, to continue family outreach activities. The calendar will include opportunities for training parents to assist with outreach endeavors. The principal will continue to work with local organizations and businesses in supporting the school and its families. The principal will make annual evaluation of racial/ethnic balance, and make adjustments to outreach, as needed.

Element 8: Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code § 47605(b)(5)(H).

A. Assurances

The proposed Charter School will be a school of choice. Pursuant to Education Code § 47605(f), no student will be required to attend the proposed Charter School. As a non-sectarian, tuition-free public school, the proposed Charter School will admit all grade-level eligible pupils who wish to attend the proposed Charter School, up to the School's capacity, in accordance with Education Code § 47605(d)(2)(A). In such cases wherein demand exceeds space, a public random drawing/lottery shall be performed as described below.

The proposed Charter School shall comply with Education Code § 47605(d)(1) and shall not charge tuition, nor discriminate against any pupil on the basis of the characteristics listed in Education Code § 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other status that would violate federal or state law) prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The proposed Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this petition.

The proposed Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The proposed Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

In accordance with Education Code § 48000(a), children must meet minimum age requirements for enrollment. Students entering kindergarten must be five years of age on or before September 1st. The proposed Charter School will comply with any future amendments to the Education Code or other regulation regarding minimum age for

public school admission. Proof of the child's age must be presented at the time of enrollment as described in Education Code § 48002.

B. Application Process

The proposed Charter School shall require parents and guardians who wish to enroll their child at the proposed Charter School to complete an application form. Applications will be accepted each year throughout January and February. Application forms will be made available at the proposed Charter School and at any venue wherein a parent information meeting is held throughout the open enrollment period. Pursuant to Assembly Bill 276, applications will include an informational item about health insurance requirements and Covered California. The proposed Charter School will avail itself of the resources provided at <http://hbex.coveredca.com/toolkit/school-educator/> to enhance compliance with this California mandate. Families will be encouraged, but not required to attend, a parent information meeting to fully understand the purpose of the proposed Charter School and its educational programs.

Consistent with GUSD FLAG application procedures and to maintain programmatic integrity in the two-way dual language classroom, if an applicant communicates in a target language offered, the applicant may be eligible for a language assessment which will determine the eligibility group for the random public drawing. Because new students applying to second through fifth grade inclusive, will be joining a class wherein students have been learning the target language for one or more years, entering students should have a target language proficiency similar to other students in said grade. Additional language assessment/testing may be required to determine eligibility. This approach is also consistent with the California Department of Education's recommended two-way language immersion program design found at <http://www.cde.ca.gov/sp/el/ip/faq.asp>.

Submitted application forms will be date and time stamped. Student names will be added to an application roster to track receipt. If by the close of open enrollment, the number of application forms received is less than the number of spaces available, all applicants will be accepted and enrolled in the school, upon submission of an enrollment packet. Subsequent application forms will be accepted until capacity is reached. Late applications for admission may result in the loss of opportunity for admission preferences as listed below. However, late applications for admission will be saved in the event the waitlist is otherwise completely exhausted.

C. Random Public Lottery

Following the open enrollment period each year, applications shall be counted to determine whether any target language grade level or program has received more applications than available capacity. If the number of students who wish to attend a specific language program exceeds that program's capacity, except for existing students of the proposed Charter School, enrollment shall be determined by a random public lottery/drawing. Students who are already enrolled in the proposed Charter School will have guaranteed admission in the following school year, up to the last grade serviced, so long as continuous enrollment status has been maintained.

Two lottery pools, each comprising of 50% of available spaces per grade, will be created for each of the four target languages: French, German, Italian, and Spanish. One pool will be for students seeking admission through target language dominance. The other pool will be for students who are not target language dominant. This comprises a total of eight pools per grades kindergarten through eighth grade. Admission preferences, should a lottery be conducted for any of these eight individual pools, will be extended to students meeting the following eligibility: siblings of enrolled students; children of Charter School employees; children of Charter School founders; children who reside within GUSD; and children who attend an elementary school in which 50% or more of the pupil enrollment is eligible for free or reduced price meals, if the proposed Charter School is physically located in the attendance area of said elementary school. Applicants meeting any of the aforementioned criteria will receive priority admission over applicants not meeting any of these preferred admissions criteria. Should the number of students with preferred admission exceed the number of available spaces for enrollment, the preferred-admissions pool will conduct its own lottery. Preferred-admissions applicants not selected in the preferred lottery will be listed first on the waitlist. Existing immersion students in the fifth grade seeking to enter the acquisition track in sixth grade shall be exempt from the lottery.

Admissions preferences provided to the proposed Charter School's founders shall include its founding parents, guardians, caregivers, teachers, and staff. For purposes of this admission preference, parents, guardians, caregivers, initial board members, teachers and staff shall be designated, pursuant to a process prescribed by Governing Board policy, as founders of the proposed Charter School if they contributed substantial personal time, effort and resources, prior to or during the first year of operation, to develop proposed Charter School petition, establish proposed Charter School facility, recruit students, and / or develop or implement proposed Charter School educational

program or operations. The admission preference is applicable to all children of charter school founders even if the children do not begin attending proposed Charter School until after the first year of the school's operation. Should the proposed Charter School have more applicants than space available, children of founders shall be exempted from the admission lottery provided that will not exceed 10% of the incoming enrollment each year. If the number of preferred-admissions applicants exceeds 10% of the incoming enrollment, that pool will conduct its own lottery. Applicants not selected in the employees/founders lottery, remain eligible to participate again in the general lottery, presuming any space remains available after the preferred admissions lottery. Designation as a charter school founder shall not be conferred upon any parent, guardian, caregiver, teacher or staff after the first year of operation. Designation as a charter school founder shall not be conferred upon any individual due solely to a significant financial donation to the school.

If unfilled spaces remain available in any of the eight target language pools, said spaces may be filled by the corresponding grade level target language pool (language dominant or non-language dominant) applicants. Such spaces shall first be filled by students who have admission preferences as described above. If both grade level target language pool applicants have been exhausted, applicants in any of the other target language pool waitlists may be invited to apply for the remaining openings.

The proposed Charter School and GUSD mutually agree that the preferences in the random public lottery as listed above are consistent with EC §§ 47605 (d)(2)(B), 47605 (b)(f)(H), 47605.3, and applicable federal law and non-regulatory guidance. However, should the preferences require modification in order to meet the requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the proposed Charter School's discretion without any need to materially revise the charter, as long as such modifications are consistent with the law and written notice is provided by the proposed Charter School to GUSD.

Families who submitted a completed application form prior to the February deadline will be notified regarding the date, time, and location of the public lottery, and rules for the lottery process. The lottery drawing will be held on the school grounds in March, except the first year when it may be hosted at another location. The lottery will be held at a venue that is large enough to accommodate interested participants.

The proposed Charter School will conduct a lottery that is public, transparent, and fair. An uninterested third-party will be charged with conducting the lottery. Parents do not need to be present at the lottery in order to participate. The proposed Charter School will retain the following documents to demonstrate that the lottery was conducted fairly: information session agenda(s)/notice(s); submitted lottery forms; list(s) of students per lottery pool; and sign-in sheet(s) for the public random drawing.

D. Admission Notification and Enrollment

Results will be published online and posted in hard copy at previously determined locations. Students who were not granted admission due to capacity shall be given the option to select another target language program or to be placed on the waiting list according to the draw in the lottery. Multiple waiting lists may be developed, dependent on such factors as program selection, enrollment preferences, and grade availability from the application forms that do not receive admission. Waitlists will be used for the school year for which they were created and will not carry over to any subsequent school year.

Families of students who are offered admission will have two weeks to confirm intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Families who decline admission or who fail to return a completed enrollment packet may lose their position to the next name on the waiting list. Families promoted off the waitlist shall be informed by telephone and shall have a maximum of one (1) week to respond. Families not responding within the allotted timeframe may forfeit their right to enroll their child. In this scenario, said student may be placed at the end of the wait list. Relevant communications with parents on the waiting list will be logged and maintained at the proposed Charter School's administrative office until the end of the school year.

Element 9: 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. Education Code § 47605(b)(5)(I).*

An annual independent fiscal audit of the books and records of the proposed Charter School will be conducted as required by Education Code §§ 47605(b)(5)(I) and 47605(m). The books and records of the proposed Charter School will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope may be expanded to include items and processes in applicable Office of Management and Budget Circulars.

The Governing Board will select an independent audit firm and will ensure administrative cooperation with the auditors. Accordingly, the principal and other key staff will work with the auditors, as may be necessary, to perform the audit. The auditor will possess a Certified Public Accountant (CPA) license. Additionally, the selected firm will have educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. The audit will be comprehensive and include: attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

It is expected that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to GUSD, the Los Angeles County Superintendent of Schools, the State Controller, and to the California Department of Education by December 15 of each year.

The Governing Board will review the audit report and develop a plan to address any audit exceptions or deficiencies identified in the report. The proposed Charter School will submit a report to GUSD proposing how the exceptions and/or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the

Education Audit Appeals Panel (EAAP) in accordance with applicable law. The independent fiscal audit is a public record to be provided to the public upon request.

Element 10: Pupil Suspension and Expulsion

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code § 47605(b)(5)(J).*

Student behavioral expectations will be established in order to provide an environment that is conducive to learning and to protect the safety and wellbeing of students and staff. The proposed Charter School will implement a positive behavioral intervention and supports (PBIS) philosophy that is aligned to the IB framework, with modeling and reinforcement of positive behavior and lifestyle choices. Through positive reinforcement, PBIS is intended to mitigate punitive approaches that infringe on instructional time. Student expectations to promote a safe and healthy school environment will include behavioral expectations and will be developed with input from teachers and parents. School level practices will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. Serving as examples, faculty and staff will model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion, and defending the rights of others.

Restorative Justice

The proposed Charter School will incorporate the use of restorative justice practices, when appropriate. Restorative justice utilizes incidents which may otherwise result in punishment and creates opportunities for students to: 1) become aware of the impact of their behavior; 2) understand the obligation to take responsibility for their actions; 3) and take necessary steps to correct action. Students learn how to interact and manage their relationships with adults and peers. Restorative practices encourage accountability, improve school safety, help strengthen relationships, and create more positive outcomes for students and the school community.

These behavioral expectations and restorative justice practices, along with the establishment of a learning climate aligned to the Coalition of Essential School's 10 Principles previously discussed in [Element 1](#), will help cultivate the respective components of the IB learner profile as they will invariably develop learners who are communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Disciplinary Policy

The proposed Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Teachers will receive professional development to incorporate the use of effective classroom management strategies to maximize instruction and minimize student misbehavior, including appropriate modeling strategies. Staff will be trained and review de-escalation strategies for students in crises. These strategies focus on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely.

Disciplinary policies and procedures will clearly describe disciplinary expectations and will be included in the Student Handbook, which will be provided to students at the beginning of the school year. The proposed Charter School administration shall ensure that students and their parents/guardians are notified of discipline policies and procedures. Moreover, said policies and procedures will be readily available upon request.

School-wide systems will be developed to reward positive and expected behaviors. Conversely, students who do not adhere to behavioral expectations and who violate School rules may expect consequences which correspond to said behavior. Students unable to comply with behavioral expectations may be referred to Response to Instruction and Intervention (RtI²).

Consequences for inappropriate behaviors may include, but are not limited to:

- advising and counseling students; verbal or written warning;
- individual conference with the teacher;
- detention during or outside of school hours; loss of privileges;
- individual behavior contract;
- referral to the principal or other administrative team member;
- parent notification;
- parent conference; use of alternative educational environments such as onsite and
- off site suspension; and/or expulsion.

The decision regarding the consequence will be based on circumstances unique to each individual incident of inappropriate behavior. Factors such as, the cause and severity of the offense, the student's attitude, length of time since the last incident, and the student's past behavior records may influence the disciplinary action to be taken. A good

record of behavior may result in the administration of minimal disciplinary actions, while the student who is more frequently involved in problematic behavior may expect more severe consequences. A single incident of severe inappropriate behavior may require the application of a more severe consequence.

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. 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.

Grounds for Suspension and Expulsion of Students

The proposed Charter School does not consider suspensions or expulsions as effective means of improving student behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues shall first be attempted to be dealt with through other strategies. A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance. A student may be suspended or expelled for acts that occur at any time, including, but not limited to: while on school grounds; while coming to or leaving from school; during the lunch period, whether on or off the school campus; during, going to or coming from a school-sponsored activity. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

The principal may notify law enforcement if it is reasonably suspected that the student committed offenses identified in Penal Codes §§ 245, 626, and Education Code § 48900. If the student is subsequently arrested, the principal or designee will take immediate steps to notify the parent or guardian of the place to which the student is reportedly being taken. The proposed Charter School will regularly update policies and practices to reflect any changes made to Penal Codes §§ 245, 626, and Education Code § 48900.

Discretionary Suspension and Expellable Offenses

Students may be suspended or recommended for expulsion for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except self-defense;

- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Chapter 2 of Division 10 of the Health and Safety Code commencing with Sections 11053, alcoholic beverage, or intoxicant of any kind;
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Chapter 2 of Division 10 of the Health and Safety Code commencing with 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 a controlled substance, alcoholic beverage, or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stole or attempted to steal school property or private property;
- 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 or her own prescription products by a student;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5;
- 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;
- Knowingly received stolen school property or private property;
- Possessed an imitation 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 an actual firearm;
- Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence;
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4;
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that

student from being a witness and/or retaliating against that student for being a witness;

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma;
- Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events;
- Engaged in an act of bullying, as defined by Education Code Section 48900(r)(1), including bullying by means of an electronic act, as defined by Education Code Section 48900(r)(2)(A);
- Aided and abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a);
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct, as described in Section 212.5, must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to students enrolled in kindergarten and grades one to three, inclusive;
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades four to eight, inclusive;
- Intentionally harassed, threatened or intimidated a student, group of students, or school personnel to the extent of that it is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades four to eight, inclusive; and / or

- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee concurrence;
- Brandished a knife at another person;
- Unlawfully sold a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, commencing with Section 11053; and / or
- Committed or attempted to commit a sexual assault or sexual battery, as defined in California Education Code Section 48900(n).

Non-Discretionary Expellable Offense

Students must be recommended for expulsion for any of the following acts when it is determined, pursuant to the procedures below, that the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee concurrence. If it is determined by the Governing Board that a student brought a firearm or destructive device, as defined by Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be

expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term “firearm” means: a) any weapon (including a starter gun) which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive; b) the frame or receiver of any such weapon; c) any firearm muffler or firearm silencer; or d) any destructive device. Such term does not include an antique firearm. The term “destructive device” means: a) any explosive, incendiary, or poison gas, including, but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be preceded, whenever feasible, by a conference conducted by the principal or the principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the principal. The conference may be omitted if the principal 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 student and parent or guardian shall be notified of the student’s right to return to the school for the purpose of this conference.

At the conference, the student 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 of the incident, unless the student 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 student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

At the time of suspension, the principal or designee shall make a reasonable effort to contact the parent or guardian by telephone or in person. Whenever a student is suspended, the parent or guardian shall be notified in writing of the suspension and the date and time of return following suspension. This notice shall state the specific offense(s) committed by the student. If school officials wish to confer with the

parent/guardian regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the principal or principal's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the principal or designee upon either of the following determinations: a) the student's presence will be disruptive to the education process or b) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Expulsion Procedure

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

Due Process

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 principal or designee determines that the student has committed an expellable offense.

In the event that an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision on whether to expel. The hearing shall be held in closed session to comply with FERPA student confidentiality rules, unless the student 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 student.

The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the proposed Charter School's disciplinary rules which relate to the alleged violation;
- 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;
- The opportunity for the student or the student's parent or guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing; and
- 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 Offenses

The proposed Charter School 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 that shall be examined only by the Governing Board, Administrative Panel, or the hearing officer(s). Copies of these sworn declarations, redacted to remove the name and identity of the witness, shall be made available to the student.

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 or her right to (a) receive five days' notice of his or her scheduled testimony; (b) have up to two (2) adult support persons of his or her choosing present in the hearing at the time s/he testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying. The proposed Charter School will also provide the victim a room separate from the hearing room for the complaining witness' use prior to, and during, breaks in testimony. At the discretion of the entity 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. The entity conducting

the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours s/he is normally in school, if there is no good cause to take the testimony during other hours.

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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand. If one or both of the support persons is also a witness, the proposed Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the proposed Charter School. The person presiding over the hearing shall permit the witness to stay, unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness. 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.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his or her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

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.

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 Governing Board or Administrative Panel 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 student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault, or committing a sexual battery, as defined in Education Code § 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 Governing Board, who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. As prescribed by California Education Code § 48915(b), a recommendation for expulsion shall be made when: a) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and / or b) due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be reinstated to his or her educational program. The decision of the Governing Board is final. The student shall have no right to appeal.

Records

A facts and findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared to summarize the evidence presented at the hearing and to substantiate the decision. The record of the hearing 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. The proposed Charter School shall also maintain records of all student suspensions.

Written Notice to Expel

The principal or designee, following a decision of the Governing Board to expel, shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student and / or parent or guardian. This notice shall also include a notice of the specific offense committed by the student and a notice of the student'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.

The principal 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 student's name and the specific expellable offense committed by the student.

Alternative Education

Students 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. The proposed Charter School shall work cooperatively with parents and guardians as requested by parents, guardians, or by the school district of residence to assist with locating alternative placements during expulsion.

Appeals

Parents or guardians can appeal a student's suspension within two (2) weeks of being informed of the same. A suspension imposed by a principal's designee may only be appealed to the principal. A suspension imposed by the principal, may be appealed to either the Governing Board or the Administrative Panel previously described. The appeal in this case will be heard by the entity able to convene for the appeal the soonest. Whichever authority the appeal is presented to (Principal, Governing Board, or Administrative Panel) will render the final appeal decision. An appeal will not reinstate the student in school for the day(s) to be suspended; however, a successful appeal will cause the suspension to be removed from the student's records.

As indicated earlier, expulsion recommendations are final and cannot be appealed.

Rehabilitation Plan

Students who are expelled from the proposed Charter School shall be given a rehabilitation plan upon expulsion, as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review, as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the proposed Charter School for readmission.

Readmission Plan

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

Special Procedures for Students with Disabilities

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/504 Plan; 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. The proposed Charter School will notify the SELPA of such cases and will fully cooperate, as may be necessary.

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 disciplinary violation, the proposed Charter School, the parents, and relevant members of the IEP/504 Team shall review all

relevant information in the student's file, including the child's IEP/504, 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/504 Plan.

If the proposed Charter School, the parents, and relevant members of the IEP/504 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 the proposed Charter School, the parents, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall: a) conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the proposed Charter School 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, 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 the proposed Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the proposed Charter School, the parents, and relevant members of the IEP/504 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/504 Plan, then the proposed Charter School 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.

The proposed 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 discipline guidelines. The principal 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.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the proposed Charter School 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 or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the proposed Charter School, 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 an interim alternative educational setting, whichever occurs first, unless the parent and the proposed Charter School agree otherwise. A student's interim alternative educational setting shall be determined by the IEP/504 team.

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 proposed Charter School's disciplinary procedures, may assert the procedural safeguards granted under administrative regulation only if the proposed Charter School had knowledge that the student was disabled before the behavior occurred.

The proposed Charter School shall be deemed to have knowledge that the student had a disability if any of the following conditions exists: a) the parent or guardian has expressed concern in writing, or orally if the parent or guardian does not know how to write or has a disability that prevents a written statement, to the proposed Charter School's 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 or guardian has requested an evaluation of the child; or c) the child's teacher or other proposed 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 proposed Charter School supervisory personnel.

If the proposed Charter School knew, or should have known the student had a disability under any of the three 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 proposed Charter School had no basis for knowledge of the student the proposed discipline. The proposed Charter School shall conduct an expedited evaluation, if requested by the parents; however, the student shall remain in the education placement determined by the proposed Charter School pending the results of the evaluation. The proposed Charter School shall not be deemed to have knowledge 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: Employee Retirement Systems

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

The proposed Charter School will participate with the California State Teachers Retirement System (CalSTRS). Employees of the proposed Charter School who qualify for membership, shall join and contribute at the applicable employee rate established by CalSTRS. Pursuant to the California Public Employees' Pension Reform Act, members hired on or before December 31, 2012 shall participate in the CalSTRS 2% at 60 benefit structure. Members who joined on or after January 1, 2013 shall participate in the CalSTRS 2% at 62 benefit structure. The proposed Charter School shall match the CalSTRS contribution at the employer rate established by CalSTRS. Employees will accumulate service credit years in the manner as do other CalSTRS members. If a member's annual creditable service exceeds one year, the additional service will be credited under the Defined Benefit Supplemental (DBS) program.

Employees who are not CalSTRS members, or eligible thereof, must contribute to federal social security. The proposed Charter School will make required contributions such as social security, medicare, worker's compensation insurance, unemployment insurance, and any other payroll obligations of an employer. Employees will also be made available standard and extended benefit options.

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. Education Code § 47605(b)(5)(L).*

Consistent with Glendale Unified School District Board Policy 0420.4, no student will be required to attend the proposed Charter School. Students who do not elect to attend the proposed Charter School may attend other District schools or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of the district or county of their residence. The parent or guardian of each student enrolled in the proposed Charter School will be informed that enrollment in the charter provides no right to enrollment in any other school in the District, except to the extent that such right is extended by existing policy.

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 at the Charter School, and of any rights of return to the school district after employment at the Charter School. Education Code § 47605(b)(5)(M).*

No public school district employee shall be required to work at the proposed Charter School. All staff at the proposed Charter School shall be considered employees of the proposed Charter School and shall have no automatic right to employment or reemployment at the District. Existing District employees who wish to seek a leave of absence for employment at the proposed Charter School may apply for a leave of absence in accordance with District policies, procedures, and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the proposed Charter School shall not continue to earn service credit or tenure at the District while employed by the proposed Charter School. Sick or vacation leave or years of service credit at GUSD or any other school district will not be transferred to the proposed Charter School. All employees of will work under an at-will employment contract. Employment by the proposed Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the proposed Charter School.

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 the provisions of the charter. Education Code § 47605(b)(5)(N).*

Disputes between the School and GUSD

The following provisions are intended to define a mechanism for the resolution of any disputes between the proposed Charter School and the District. With respect to these procedures, it is the proposed Charter School's intention that public commentary be withheld pending full resolution.

The proposed Charter School will willingly cooperate to resolve any disputes amicably and reasonably without resorting to formal procedures. The proposed Charter School acknowledges the District's right to inspect and observe the proposed Charter School under Education Code § 47605 *et seq.*

In the event of a dispute between the proposed Charter School and the District, the proposed Charter School representative(s), agree to memorialize the concern in written format ("dispute statement") and refer the issue to the District superintendent and the proposed Charter School principal. In the event that the District believes that the dispute relates to an issue that could lead to the revocation of the charter in accordance with Education Code § 47607, the proposed Charter School requests this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code § 47607 and its implementing regulations.

The principal and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than ten business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, the proposed Charter School will identify two Governing Board Members who shall jointly meet with two designees from the District as well as the principal and superintendent, and attempt to resolve the dispute within twenty business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the superintendent and the principal will meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of

the dispute. The format of the mediation session will be developed jointly by the superintendent and the principal.

Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator will be split equally between the District and the proposed Charter School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and proposed Charter School. The only binding results are those to which both parties agree or those which are issues as rulings by a legal body.

Disputes Arising from within the School

Internal disputes shall be handled in accordance with complaint policies and procedures as adopted and amended by the Governing Board, including the Uniform Complaint Policy and Procedures previously detailed. The proposed Charter School requests that any complaints received by the District concerning internal matters of the school be promptly forwarded to the proposed Charter School for processing in accordance with the school policies and procedures.

Element 15: Exclusive Public School Employer

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 § 47605(b)(5)(O).*

The proposed Charter School shall be deemed the exclusive public school employer of the employees of the proposed Charter School for the purposes of the Education Employment Relations Act (EERA). The proposed Charter School shall comply with the EERA. The proposed Charter School understands the rights of employees to unionize and will not impede on those rights.

Element 16: School Closure Procedures

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

The proposed Charter School closure procedures are guided by Education Code §§ 47604.32, 47605(b)(5)(P), and 47607 as well as California Code of Regulations, Title 5, §§ 11962 and 11962.1. The proposed Charter School may close voluntarily, through non-renewal, or through revocation. Closure of the proposed Charter School, initiated by either the proposed Charter School's Governing Board or by GUSD, will be documented in a "Closure Action." The action will identify the reason for closure. The official action will also identify an entity and person or person(s) responsible for closure-related activities.

The Governing Board will promptly notify parents and students of the proposed Charter School, the District, the Los Angeles County Office of Education, the proposed Charter School's SELPA, the retirement systems in which the proposed Charter School's employees participate and the California Department of Education of the closure. This notice will also include: the effective date of the closure; the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school district of residence; and the manner in which parents or guardians, majority age and emancipated minor students, may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

The Governing Board will develop, or cause to be developed, a list of pupils in each grade level and the classes they have completed, together with information on the pupil's district of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the proposed 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. The proposed Charter School will transfer to and ask the District to store the original records of proposed Charter School students. If the District will not or cannot store the records, the proposed Charter School will work with the Los Angeles County Office of Education to determine a suitable alternative location for storage.

State assessment results, special education records, and personnel records will be transferred to and maintained by the person(s) responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the proposed Charter School will prepare final financial records. The proposed Charter School will also have an independent audit completed within six months after closure. The proposed Charter School will pay for this final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the proposed 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 proposed Charter School.

On closure of the proposed Charter School, all assets of the proposed Charter School, including, but not limited to, leaseholds, personal property, intellectual property, ADA apportionments and other revenues generated by students attending the proposed Charter School, remain the sole property of the proposed Charter School and upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon proposed 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.

The proposed Charter School shall remain solely responsible for all liabilities arising from the operation of the proposed Charter School. The proposed Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Should the corporation dissolve with the closure of the proposed Charter School, the Governing 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.

Additional Required Information

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 § 47605(g).*

The proposed Charter School intends to occupy a facility that supports the school’s mission, vision, and educational program. The petitioners have already begun real estate dialogue with property owners. Once the charter is granted conditional approval, the petitioners anticipate more engaging lease negotiations to properly zone a facility to house the proposed Charter School.

The market analysis the proposed Charter School is utilizing to find an appropriate facility is fourfold.

- The proposed Charter School has designated the target location for the campus to be in southern Glendale below or around State Route 134/Ventura Freeway. As detailed in [Element 1](#), this location is responsive to projected increased population density.
- A combination of acreage and facility square footage will be analyzed to determine if the space can accommodate the school.
- If the actual building has insufficient square footage, the considered location should have adequate land to add additional learning space. The property either has to be properly zoned and permitted or be able to be zoned and permitted without delay.
- The associated costs for occupation, including tenant improvements, if any, must coincide with budget allocations. When considering its options, the proposed Charter School will select the appropriate site based upon size and affordability.

Throughout the facility search process, Academica may advise and assist the proposed Charter School in identifying, procuring and planning the design of the facility or in the expansion of an existing one. Academica may identify and solicit investors, such as the Turner Agassi Fund, to acquire and develop facilities for lease and use by the school.

The proposed Charter School will comply with Education Code § 47610 by either utilizing a facility that is compliant to the Field Act or that is compliant with the California Building Standards Code (Part 2 [commencing with Section 101] of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the proposed Charter School will be located. The facility will adhere to fire and health regulatory guidelines, as may be applicable. The proposed Charter School agrees to regularly test its fire life safety systems to ensure they are properly functioning.

Since the proposed Charter School anticipates to have continuous growth during the first five years, the ideal location would provide expansion options which would facilitate such growth. Adequate classroom space will be necessary to accommodate the projected 438 inaugural enrollment. The facility will also include a playground and recess space, common area space such as a multipurpose room, office space, and be able to accommodate drop-off and pick-up areas with corresponding parking. The proposed Charter School will be appropriately fitted with furniture, fixtures, and equipment that is typically found at an elementary and middle school.

Proposition 39 amended Education Code § 47614 to require that District make available to proposed Charter School, facilities sufficient for the proposed Charter School to accommodate all of the proposed Charter School's in-District students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the District. The District may charge the proposed Charter School a pro-rata share for those District facility costs, which the District pays for with unrestricted general fund revenues. The pro-rata share is based on the ratio of space allocated by the District to the proposed Charter School divided by the total space of the District. Should property not be readily available, the proposed Charter School will seek to collaborate with GUSD on a Proposition 39 facility. Consistent with the intent of Proposition 39, the proposed Charter School also welcomes alternative mutually agreed upon agreements which may provide for equitable facilities use and equipment for the proposed Charter School pupils. Such agreements are consistent with California Code of Regulations, Title 5, § 11969.1(b) which provides for charter schools and school districts to mutually agree upon said alternatives.

Budget and Financial Reporting

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 § 47605(g).*

A. Budget

Please see attached budget, 3-year cash flow, and budget narrative.

B. Financial Reporting

As required by California Education Code § 47604.33, the proposed Charter School shall annually prepare and submit the following reports to its chartering authority and the county superintendent of schools:

- (1) On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
- (2) On or before July 1, a Local Control Accountability Plan (LCAP) annual update required pursuant to Education Code § 47605.5;
- (3) On or before December 15, an interim financial report. This report shall reflect changes through October 31;
- (4) On or before December 15, an independent financial audit report, for the preceding fiscal year, as described in element 9;
- (5) On or before March 15, a second interim financial report. This report shall reflect changes through January 31; and
- (6) On or before September 15, a final unaudited report for the full prior year.

C. Insurance

The proposed Charter School shall acquire, maintain, and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The Glendale Board of Education shall be named as an additional insured on the insurance policy. The insurance coverages shall correspond to exposures such as pupil enrollment, workforce, and

facility. The proposed Charter School anticipates that said policies will be underwritten by CharterSafe, which currently provides insurance coverage for over 500 charter schools. The proposed Charter School shall provide evidence of insurance coverage to the District no later than 60 days prior to operate or as other agreed upon.

Administrative Services

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

The proposed Charter School will engage with Academica, to provide back-office services. Academica provides service and support to over 100 schools located throughout California, Florida, Nevada, Texas, Utah, and Washington D.C. Academica's specific business support services will enable the school administrator(s) to focus on the educational program and school climate. Services that Academica will provide include, but are not limited to assisting the Governing Board in: renewing the school's charter; creating budgets and financial forecasts; bookkeeping; preparing applications for grant funds; preparing and submitting Federal and State reports; identifying an appropriate facility; preparing and posting agendas; developing and refining school operational systems; and providing human resource services such as recruiting and hiring a principal, dispute resolution and employee agreements. The proposed Charter School is entitled to terminate their agreement with Academica voluntarily and without cause for any reason whatsoever, or for no reason, by providing Academica with sixty (60) days advance written notice of their intent to terminate the agreement during the two-year Initial Term. Following the Initial Term the proposed Charter School may terminate future agreements for cause. A copy of the agreement is to follow.

In the event that any administrative services will be provided by the District or Los Angeles County Office of Education, the specifics of such arrangements will be specified in a Memorandum of Understanding. Potential administrative services include food service, transportation, special education services, and CalSTRS reporting.

Transportation

Since the proposed Charter School is a school of choice, it will be the responsibility of the parents and guardians to provide transportation for their children. Transportation will not be provided to and from school during the inaugural year, except as may be required by law for students with disabilities, who have such IEP provisions. Once the proposed Charter School is operational, the Governing Board may explore providing transportation. Notwithstanding the foregoing, the proposed Charter School families may on their own, arrange for private transportation or ride sharing opportunities.

Oversight

The District may charge for the actual costs of supervisory oversight of the proposed Charter School not to exceed 1% of the proposed Charter School's revenue.

Potential Civil Liability Effects

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

The proposed Charter School will be operated by a California nonprofit public benefit corporation. The corporation will be organized and operated exclusively for charitable purposes within the meaning of § 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code § 23701(d).

Pursuant to Education Code § 47604(c), an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not liable for the debts or obligations of the proposed Charter School, or for claims arising from the performance of acts, errors, or omissions by the proposed Charter School, if the authority has complied with all oversight responsibilities required by law. The proposed Charter School shall work diligently with the District in meeting any oversight obligations under the law, to ensure the District is not liable for the operation of the proposed Charter School.

As earlier stated, appropriate insurance coverages will be acquired. The District shall be named as an additional insured on the general liability policy of the proposed Charter School. Moreover, the proposed Charter School has instituted appropriate risk management practices as discussed herein, such as the screening of employee candidates, the establishment of the conflict of interest code, and dispute resolution.

The proposed Charter School shall be responsible for all supplies and equipment that it purchased and, in the event of fire, disaster, theft, or other act of God, the District shall have no responsibility for said items. Further, the District shall have no responsibility for losses of student property for any reason whatsoever and the proposed Charter School shall hold the District harmless for such losses.

Letter of Support - International Studies Charter High School, Miami, Florida



International Studies Charter High School

807 SW 25th Avenue Miami, FL 33135

PH: 305-643-2955 Fax: 305-643-2956

Website: www.ischs.net

August 26, 2015

To Whom It May Concern,

I am writing to enthusiastically support International Studies Language Academy (ISLA) in their pursuit to open a two-way dual language immersion charter school. As a principal of a language immersion charter school, I understand firsthand the need to prepare students for an increasingly global world. The ability to effectively communicate in multiple languages is paramount to our students' future successes. My students participate in French, Italian, and/or Spanish language two-way dual language programs. Our ongoing collaboration with the respective Ministries of Education, enable our students to benefit from a wide variety of target language curricula and activities.

Notwithstanding globalization, ample literature and research clearly indicate that dual language programs yield higher academic results. My school is no exception. I am proud that despite serving a student body that is classified over 60% free and reduced lunch and over 70% minority, we have successfully eliminated the proverbial achievement gap. International Studies Charter has been a top performing school and has accordingly been nationally recognized.

Both my middle and high schools have consistently earned an "A", the highest possible ranking, by the Florida Department of Education's school performance evaluation system. The high school has been recognized as a top United States high school by multiple media, such as Newsweek, The Daily Beast, US News and World Report, and Washington Post. International Studies currently ranks as the #1 high school in the state of Florida, #4 charter in the nation, and #13 overall in the national rank according to these publications.

The vision of International Studies Charter School is to serve the needs of the community by offering a unique multilingual, multiliterate, and multicultural curriculum preparing students to have an edge in global competition. The mission of International Studies Charter High School is to teach students to make decisions with integrity, think, and behave as citizens of the world, and graduate with a sense of purpose. I am fortunate to observe the fulfillment of our mission and vision on a daily basis.

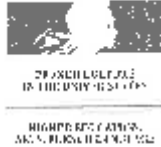
As a school with a similar purpose, I look forward to collaborating with ISLA to rollout their secondary school program. From curricula to instructional strategies, ISLA will invariably benefit from our proven best practices. As there are always opportunities for learning, I suspect that in time, our faculty and students will mutually benefit from our continued partnership.

Sincerely,

Victoriano Rodriguez

Principal

Letter of Support – Consulate General of France



**FRENCH MISSION FOR CULTURE AND
HIGHER EDUCATION**
**CONSULATE GENERAL OF FRANCE IN LOS
ANGELES**

Washington D.C., October 2nd, 2015

Dear Board Members,

We are writing in support of the International Studies Language Academy (ISLA) Charter School in Glendale, California. As Education Attaché at the French Embassy in Washington D.C., and as deputy cultural attaché at the French Consulate in Los Angeles, our main objective is to help promote French language in the United States. In this capacity, we have had the pleasure of working with the many dual language immersion programs that exist in the country and to witness the many benefits they bring to children and the communities in which they are implanted.

We believe the ISLA project's initiative for the promotion of foreign languages within a strong academic environment should be encouraged and strongly supported. The French mission for culture and higher education and its regional offices will be happy to assist the program in any way it can.

The ISLA initiative to widen the dual and multiple language learning offerings for the Glendale student body should be encouraged and we hope that the International Studies Language Academy Charter School will be allowed to establish and thrive. We have no doubt that the school will constitute a great asset in the Glendale community's language acquisition programs.

Kindest regards,

Karl Cogard
Education Attaché
French Embassy in the United States

Antonia Rigand
Deputy cultural attachée
Los Angeles

Consulate General of France in Los Angeles
11390 Santa Monica Blvd, Suite 410 - Los Angeles, CA 90025

Letter of Support – Consulate General of Italy



Consulate General of Italy
Education Office
San Francisco - Los Angeles – Houston
sanfrancisco.education@esteri.it

San Francisco 28 September, 2015

Dear Board Members,

I am writing in support of the establishment of the new International Studies Language Academy (ISLA) Charter School in Glendale.

In my capacity as Education Attaché of the Consulate General of Italy, my main objective is to help promote the availability of Italian language and culture programs in the Northwestern and Southern territories. I came to learn about the ISLA initiative from a stakeholder family who believes that dual language immersion-based learning experiences consistently help children become better equipped to develop intercultural understanding and useful collaborative problem-solving strategies.

What is special about the ISLA project is the centrality of dual language learning embedded in the development of academic knowledge and skills of the 21st century students.

I believe that any educational initiative to incorporate dual or multiple language learning should be strongly encouraged and supported, especially at middle school level, where target language learning opportunities need be provided between elementary and secondary level.

The ISLA initiative is proposing to bridge this gap, and I hope the International Studies Language Academy Charter School be allowed to establish and thrive, for the benefit of the Glendale student body.

Kindest regards,

A handwritten signature in blue ink, appearing to read "Christine Walters".

Education Attaché

Christine Walters
Dr. Armina Gharpetian
Nayiri Nahabedian
Gregory Eriksorian
Jennifer Freeman
Marianna Yohyan

12590 Webster street – 94115 – San Francisco - Phone 1(415) 292-9203 Fax 1(415) 931-7205

Letter of Support – Consulate General of Spain



CONSULADO GENERAL DE
ESPAÑA EN LOS ANGELES

AGREGADURÍA DE EDUCACIÓN

Los Angeles, September 28, 2015

Dear Board Members,

I am writing in support of the establishment of the new International Studies Language Academy (ISLA) Charter School in Glendale.

In my capacity as Education Attaché of the Consulate General of Spain, my main objective is to help promote the availability of Spanish language and culture programs in the Western territory. I came to learn about the ISLA initiative from a stakeholder family who believes that dual language immersion-based learning experiences consistently help children become better equipped to develop intercultural understanding and useful collaborative problem solving strategies.

What is special about the ISLA project is the centrality of dual language learning embedded in the development of academic knowledge and skills of the 21st century students.

I believe that any educational initiative to incorporate dual or multiple language learning should be strongly encouraged and supported, especially at middle school level, where target language learning opportunities need be provided between elementary and secondary level.

The ISLA initiative is proposing to bridge this gap, and I hope the International Studies Language Academy Charter School be allowed to establish and thrive, for the benefit of the Glendale student body.

Kindest regards,



Education Attaché
María Pedrosa de Guindos

www.mecd.gob.es/eeuu
losangeles.usa@mecd.es

5055 WILSHIRE BLVD. SUITE 204
LOS ANGELES, CA 90036
TEL: 1(323) 852-6997
FAX: 1(323) 852-0759

Letter of Interest - Turner-Agassi Fund



August 26, 2015

Glendale Unified School District
223 North Jackson Street
Glendale, CA 91206

To Whom It May Concern:

On behalf of Turner-Agassi Charter School Facilities Fund II ("Turner-Agassi"), I am pleased to submit this letter of interest to develop an educational facility for the International Studies Language Academy in Glendale if it is successful in obtaining a charter contract, and subject to completion of our due diligence.

Turner-Agassi is a national developer of state-of-the-art private space for public charter schools targeting the best-in-class charter school operators in some of the most highly impoverished areas in the nation. Turner-Agassi has invested nearly \$500 million to develop 65 schools on 34 campuses serving over 33,500 students by 2016. As of the beginning of the 2015-2016 school year, Turner-Agassi has developed 52 schools on 28 campuses serving nearly 24,000 students.

Since 2012, Turner-Agassi and its predecessor fund have partnered with Academica Nevada to develop thirteen campuses in Las Vegas – nine which are already open and four which are currently in development.

Our development capabilities, coupled with a keen understanding of charter school operations and management, position us well to meet the needs of our charter school clients. Our deep understanding of the real estate and construction markets positions us well to serve high-performing operators across the country. We look forward to continuing our work with Academica Nevada in meeting the organization's facility needs.

We are excited by the potential opportunity to invest in Glendale, CA and are in support of bringing quality educational options to more children and families. If you have any questions, please contact our office at 310-752-9600.

Sincerely,

A handwritten signature in blue ink, appearing to be "K. Robert Turner". The signature is stylized and fluid.

K. Robert Turner
President

3000 Olympic Blvd. Suite 2120, Santa Monica, CA 90404
310.752.9631

Works Cited

2014 - 2021 Housing Element of the General Plan. (January 28, 2014). City of Glendale, Community Development. Retrieved at <http://www.glendaleca.gov/home/showdocument?id=16995>

August, D. (2006). Developing literacy in second-language learners: Report of the national literacy panel on language-minority children and youth. Center for Applied Linguistics.

Bamford, K. W., & Mizokawa, D. T. (1991). Additive-bilingual (immersion) education: Cognitive and language development. *Language Learning*, 41(3), 413-429.

Barton, R., & Stepanek, J. (2012, July). The impact of professional learning communities. *Principal's research review*. 7(4), 1-7.

Bialystok, E., Luk, G., & Kwan, E. (2005). Bilingualism, biliteracy, and learning to read: Interactions among languages and writing systems. *Scientific Studies of Reading*, 9(1), 43-61.

Calderón, M. & Carreón, A. (2000). *A two-way bilingual program promise, practice, and precautions*. Center for Research on the Education of Students Placed At Risk (CRESPAR), Report No. 47

California Department of Education. California Two-Way Immersion Program Directory. Retrieved at <http://www.cde.ca.gov/sp/el/ip/ap/directory.aspx>

California Department of Education. DataQuest. Retrieved at: <http://dq.cde.ca.gov/dataquest/>

California Department of Education. State Seal of Biliteracy. Retrieved at: <http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

California Department of Education. Two-Way Bilingual Immersion Programs in California FAQs. Retrieved at <http://www.cde.ca.gov/sp/el/ip/faq.asp>

California Department of Education (2009). World Language Content Standards for California Public Schools Kindergarten through Grade Twelve. Retrieved at: <http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

California Department of Fair Employment and Housing. Retrieved at: http://www.dfeh.ca.gov/Publications_StatLaws_SexHarrass.htm

California State Board of Education (November 2012). California English Language Development Standards

Center for Applied Linguistics. Retrieved at <http://www.cal.org/twi/>

Chen, J., Moran, S., Gardner, H. (2009). *Multiple intelligences around the world*. Jossey-Bass

Collier, V. P. & Thomas, W. P. (2004). The astounding effectiveness of dual language education for all. *NABE journal of research and practice*.

Common Core State Standards Initiative. Retrieved at www.corestandards.org

Cuda-Kroen, G. (April 4, 2011). *Being bilingual may boost your brain power*. National Public Radio.

Fisher D., Frey N., Lapp D. What the Research Says about intentional instruction as found in *What Research has to say about reading instruction* (4th ed.) edited by S. Jay Samuels and Alan E. Farstrup. (2011) International Reading Association

Franklin Magnet School. Principal's message. Retrieved at <http://www.franklinmagnetschool.com/franklin/principal-message/>

Fuller, E. (Fall 2010). Even after controlling for prior achievement, student demographics, and geographic location, teacher quality at the school level is associated with student achievement. Study on the Distribution of Teacher Quality in Texas Schools. Association of Texas Professional Educators.

Gaffney, K. (February 1999). Is immersion education appropriate for all students? *American Council for Immersion Education (ACIE) Newsletter*, 1-8.

Garcia, E. E. (1991). Effective instruction for language minority students: The teacher. *Journal of Education*, 173, 130-141.

Glendale Unified School District, Foreign Language Academies of Glendale (FLAG). Retrieved at: <http://www.gusd.net/Page/323>

Glendale Unified School District, School Accountability Report Cards (SARC) 2013-2014. Retrieved at: <http://www.gusd.net/sarc>

Global Competence is a 21st Century Imperative (2010). National Education Association.

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding principles for dual language education* (2nd ed.). Washington, DC: Center for Applied Linguistics.

International Studies Charter School Curriculum Bulletin. Retrieved at <http://ischs.net/>

Kormi-Nouri, R., Moniri, S., & Nilsson, L. (2003). Episodic and semantic memory in bilingual and monolingual children. *Scandinavian Journal of Psychology*, 44(1), 47-54.

Landry, R. G. (1973). The enhancement of figural creativity through second language learning at the elementary school level. *Foreign Language Annals*, 7(1), 111-115.

Lindholm-Leary, K. (2005). *Review of research and best practices on effective features of dual language education program*.

Lindholm-Leary, K. (in press). *Bilingualism and academic achievement in children in dual language programs*.

Marzano, R. & Waters, T. (2009). District Leadership that Works Striking the Right Balance

Maxwell, L. A. (2012, March 23). Momentum builds for dual-language learning. *Education Week*, 31(26), 16-17.

Myers, A. (2014, March 25). Students learning English benefit more in two-language instructional programs than English immersion, Stanford research finds. *Stanford News*. Retrieved at <http://news.stanford.edu/news/2014/march/teaching-english-language-032514.html>

Partnership for 21st Century Skills. Retrieved at www.p21.org

Sable, J., Plotts, C., & Mitchell, L. (2010). *Characteristics of the 100 largest public elementary and secondary school districts in the united states: 2008-09*. Washington, DC: National Center for Education Statistics.

Stewart, J. H. (2005). Foreign language study in elementary schools: Benefits and implications for achievement in reading and math. *Early Childhood Education Journal*, 33(1), 11-16.

The Effective Teaching and Leading Act (May 23, 2013). Introduced by United States Senator Reed for the 113th Congress.

United States Census Bureau (May 28, 2015). QuickFacts for Glendale, California. Retrieved at: <http://quickfacts.census.gov/qfd/states/06/0630000.html>

What Matters Most: Teaching for America's Future (September 1996). National Commission on Teach & America's Future

Wiss, C. A. (1989). Early French immersion programs may not be suitable for every child. *Canadian Modern Language Review*, 45(3), 517-529.

Wong, H. (November 2010). Developing and Retaining Effective Teachers and Principals