

This document was provided to the California Department of Education (CDE) from **International Studies Language Academy**. This document is posted to the CDE Web site to meet the legal requirement of *Education Code* Section 33009.5.

For more information or questions about the content of this material or to obtain alternative versions, you may contact Thomas Pacheco at tpacheco@cde.ca.gov or 916-322-1755.



February 17, 2016: VIA EMAIL and US MAIL

Ms. Cindy Chan, Director, Charter Schools Division
California Department of Education
1430 N Street Sacramento, CA 95814

Dear Director Chan:

The International Studies Language Academy (ISLA) charter petition was denied by the Glendale Unified School District on December 15, 2015, and by the Los Angeles County Office of Education (LACOE) on February 16, 2016.

A copy of the Petition, as submitted to Glendale Unified School District and the Los Angeles County Office of Education (LACOE), and all documentation submitted to both GUSD and LACOE will be sent via US mail and Dropbox on this day of February 17, 2016.

Please note that ISLA has been preliminarily identified as a Public Charter Schools Grant Program (PCGSP) recipient and is hopeful that we will be able to be reviewed by the Advisory Commission on Charter Schools on April 5th and by the State Board of Education on the May 12th meeting, because PCGSP requires an approved charter petition by May 15, 2016.

We look forward to working with the SBE and the CDE during consideration of the charter petition. Please feel free to contact me, Gillian Bonacci (gsharp1@pacbell.net; 818-730-4413) if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Gillian Bonacci".

Gillian Bonacci

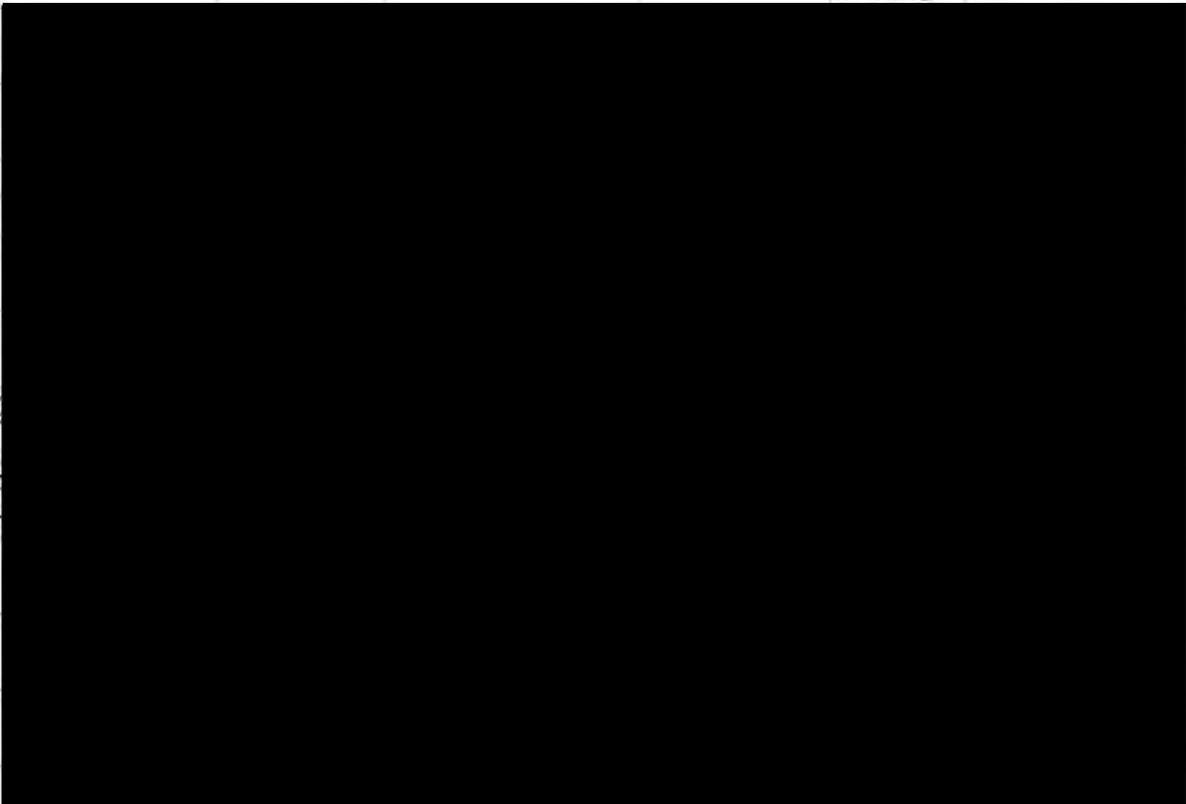
Governing Board Chair

International Studies Language Academy

International Studies Language Academy Appendices and Attachments

Page 1 ✓

CURRENT

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN 2015-2016 <i>classe de</i> <i>l'élève en</i> 2015-2016 <i>klasse im jahr</i> 2015-2016 <i>grado de</i> <i>allievo nel</i> 2015-2016 <i>grado del</i> <i>estudiante en</i> <i>el año</i> 2015-2016	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del districto</i> <i>escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.						9/15/15	
2.						9/14/15	
3.						9/13/15	
4.						9/16/15	
5.						9/16/15	
6.						9/16/15	
7.						9/16/15	
8.						9/16/15	
9.						9-16-15	
10						9-16-15	

Page 2 ✓

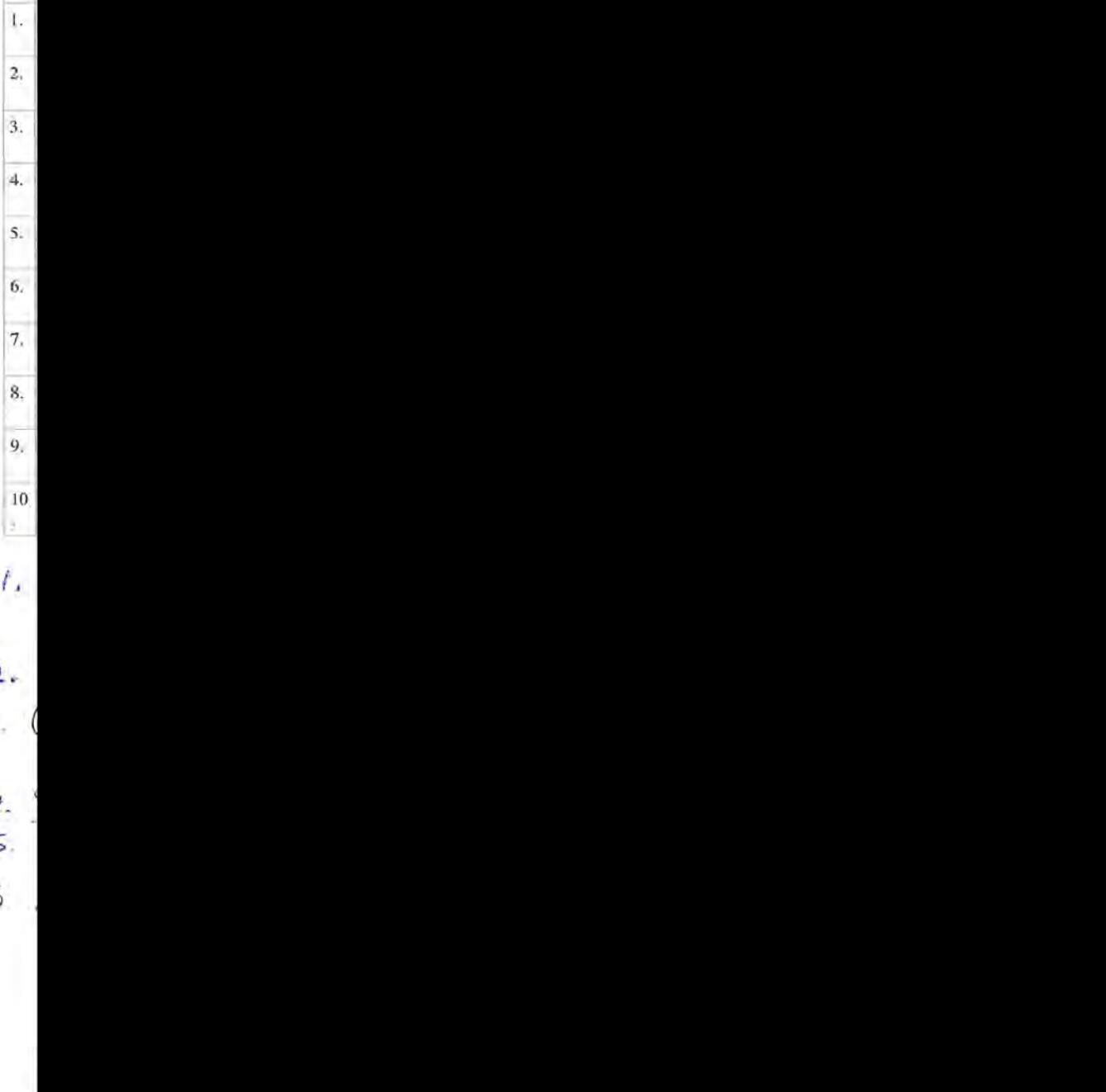
CURRENT

	NAME <i>nom name nome nombre</i>	SIGNATURE <i>signature unterschrift firma firma</i>	ADDRESS <i>adres adresse indirizzo dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone telefonnummer numero di telefono número de teléfono</i>	STUDENT GRADE IN <i>2015-2016 classe de l'élève en 2015-2016 klasse im jahr 2015-2016 grado de allievo nel 2015-2016 grado del estudiante en el año</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale name der schule in Nachbarschaft nome della scuola del distretto di cappa prossimo nombre del distrito escolar vecindario</i>	DATE <i>date datum data fecha</i>
1.						9/16/15	
2.						9/16/15	
3.						9/16/15	
4.						9/16/15	
5.						9/16/15	
6.						9/16/15	
7.						n	
8.						9/18/15	
9.						9/18/15	
10.						9/15/15	

Page 3

↓

NAME nom name nome nombre	SIGNATURE signature unterschrift firma firma	ADDRESS adres adresse indirizzo dirección	TELEPHONE NUMBER numéro de téléphone telefonnummer numero di telefono número de teléfono	CORRENT STUDENT GRADE IN 2015-2016 classe de l'élève en 2015-2016 klasse im Jahr 2015-2016 grado de allievo nel 2015-2016 grado del estudiante en el año 2015-2016	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL. nom de l'école de quartier locale name des nachbar-hood bezirksschule nome della scuola del distretto di cappa prossimo nombre del distrito escolar vecindario	DATE date datum data fecha
---------------------------------------	--	---	---	---	---	--



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

CURRENT

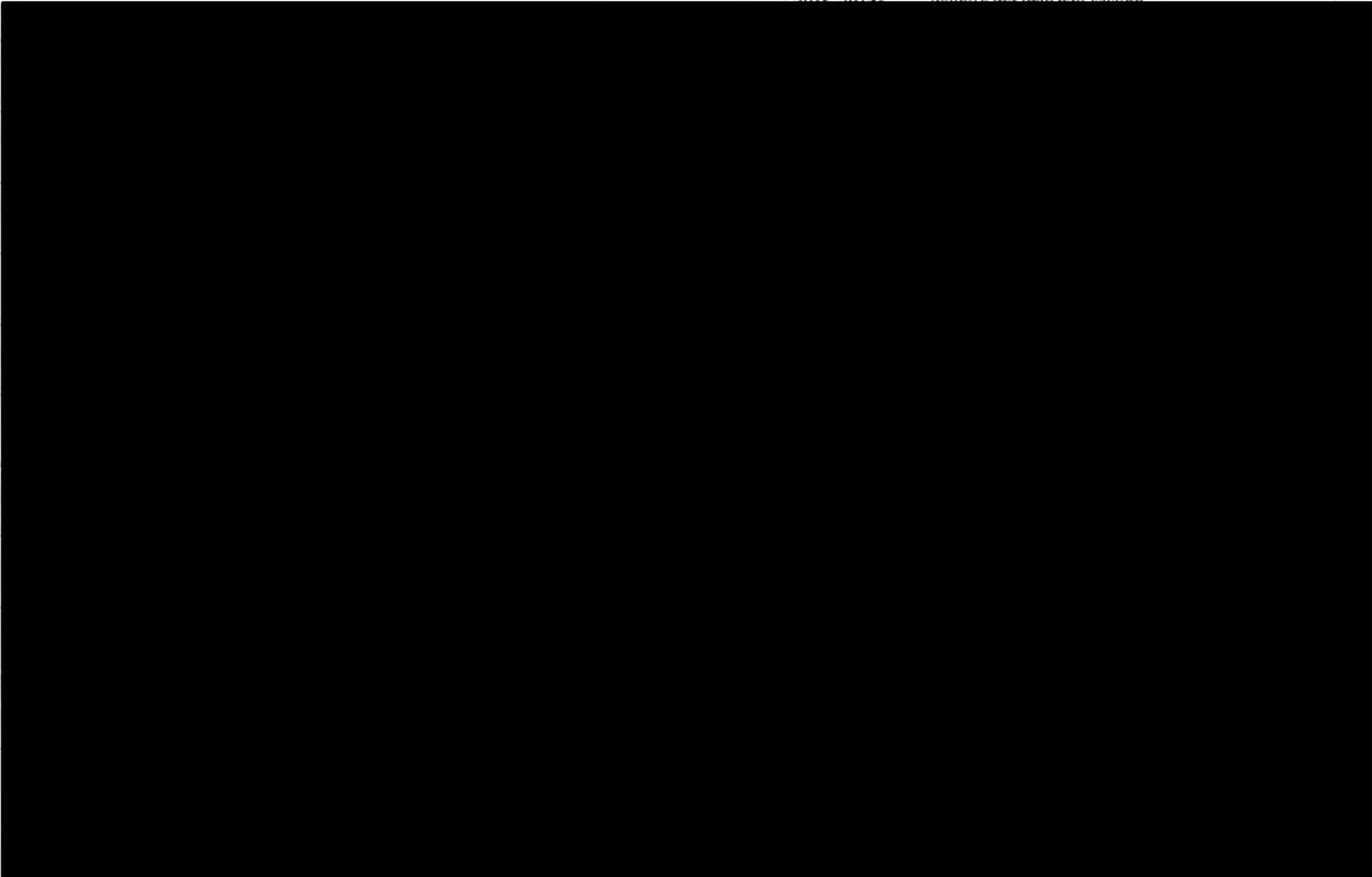
Page 4 ✓

NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN 2015-2016 <i>classe de</i> <i>l'élève en</i> 2015-2016 <i>klasse im jahr</i> 2015-2016 <i>grado de</i> <i>allievo nel</i> 2015-2016 <i>grado del</i> <i>estudiante en</i> el año 2015-2016	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del distrito</i> <i>escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
---	--	---	---	---	--	--

1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Page 5

COMMENT

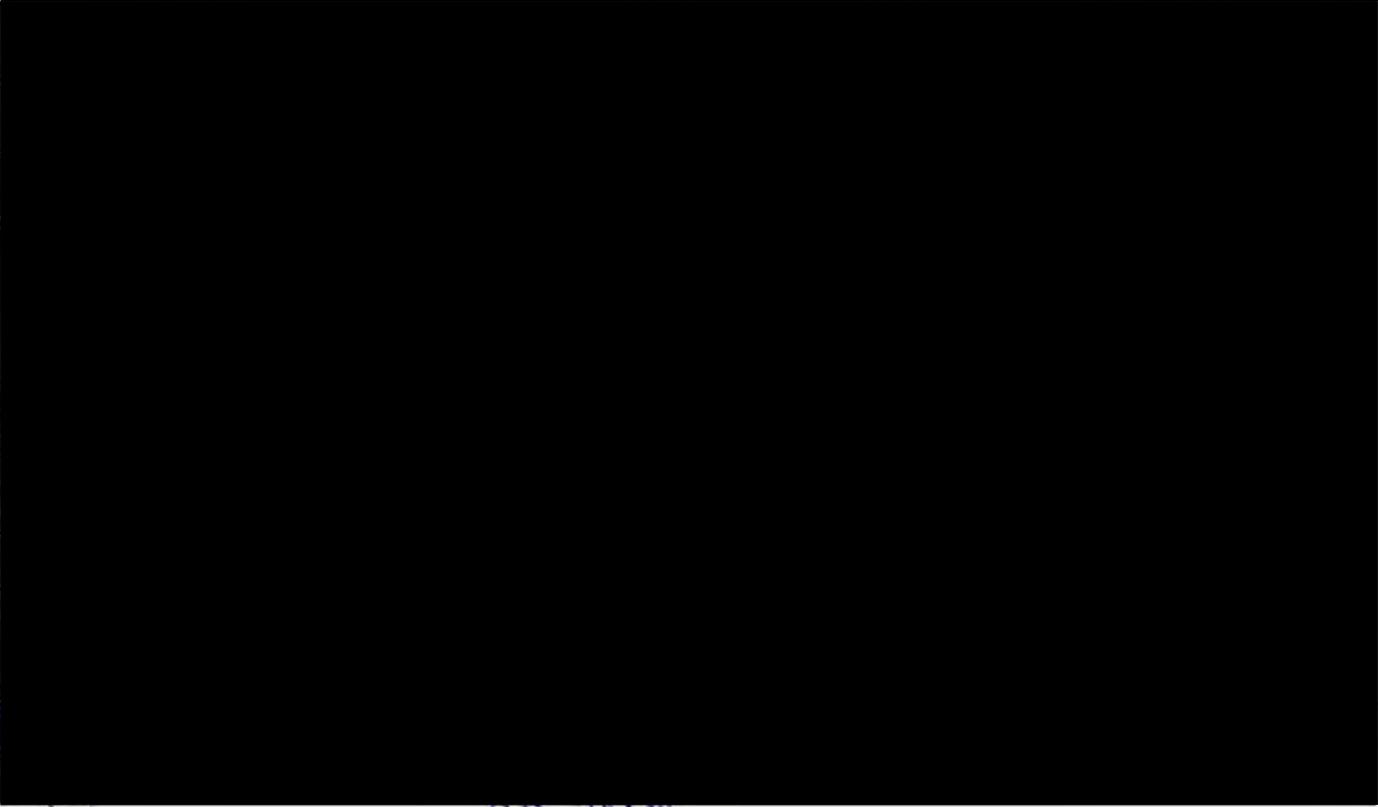
	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>Numéro de</i> <i>téléphone</i> <i>telefonnummer</i> <i>numero di teléfono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>classe de</i> <i>l'élève en-</i> <i>Klasse im Jahr</i> <i>grado de</i> <i>allievo nel</i> <i>Grado del</i> <i>estudiante en</i> <i>el año</i> <i>2015-2016</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name des nachbar-hood</i> <i>bezirkshule</i> <i>nome della scuola del distretto</i> <i>di cappa prossimo</i> <i>nombre del distrito escolar</i>	DATE <i>date</i> <i>danon</i> <i>data</i> <i>fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

||

International Studies Language Academy Appendices and Attachments

Page 6

CURRENT

	NAME <i>nom name nome nombre</i>	SIGNATURE <i>signature unterschrift firma firma</i>	ADDRESS <i>adres adresse indirizzo dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone telefonnummer numero di telefono número de teléfono</i>	STUDENT GRADE IN 2015-2016 <i>classe de l'élève en 2015-2016 klasse im jahr 2015-2016 grado de allievo nel 2015-2016 grado del estudiante en el año 2015-2016</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale name der schule in Nachbarschaft nome della scuola del distretto di cappa prossimo nombre del districto escolar vecindario</i>	DATE <i>date datum data fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

✓

CA 1100

10

Page 7

CURRENT

NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>numero de teléfono</i>	STUDENT GRADE IN 201 5 201 6 <i>classe de</i> <i>l'élève en</i> 201 5 201 6 <i>klasse im jahr</i> 201 5 201 6 <i>grado de</i> <i>allievo nel</i> 201 5 201 6 <i>grado del</i> <i>estudiante en</i> <i>el año</i> 201 5 201 6	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name des nachbar-hood</i> <i>bezirksschule</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del districto</i> <i>escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

International Studies Language Academy Appendices and Attachments

Page 8 ✓

CURRENT

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>2015-2016</i> <i>classe de l'élève en</i> <i>2015-2016</i> <i>klasse im jahr</i> <i>2015-2016</i> <i>grado de allievo nel</i> <i>2015-2016</i> <i>grado del estudiante en</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del districto</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CURRENT

Page 9



	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN 2016 2017 <i>classe de</i> <i>l'élève en</i> 2016 2017 <i>klasse im jahr</i> 2016 2017 <i>grado de</i> <i>allievo nel</i> 2016 2017 <i>grado del</i> <i>estudiante en</i> <i>el año</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del districto</i> <i>escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

International Studies Language Academy Appendices and Attachments

Page 10

CURRENT

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN 2015-2016 <i>classe de</i> <i>l'élève en</i> 2015-2016 <i>klasse im jahr</i> 2015-2016 <i>grado de</i> <i>allievo nel</i> 2015-2016 <i>grado del</i> <i>estudiante en</i> <i>el año</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del distrito</i> <i>escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

10

International Studies Language Academy Appendices and Attachments

Page 11

CURRENT

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	CHILD'S NAME	STUDENT GRADE IN 2015-2016 <i>classe de l'élève en 2015-2016</i> <i>klasse im jahr 2015-2016</i> <i>grado de allievo nel 2015-2016</i> <i>grado del estudiante en el año 2015-2016</i>	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale</i> <i>name der schule in Nachbarschaft</i> <i>nome della scuola del distretto di cappa prossimo</i> <i>nombre del districto escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.								9/16/15
2.								9/20/15
3.								9/24/15
4.								9/24/15
X								
5. X								9/29/15
6.								
7.								
8.								
9.								

CURRENT

Page 12

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>2015-2016</i> <i>classe de l'élève en 2015-2016</i> <i>klasse im jahr 2015-2016</i> <i>grado de allievo nel 2015-2016</i> <i>grado del estudiante en el año</i>	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale</i> <i>name des nachbar-hood bezirkshule</i> <i>nome della scuola del distretto di cappa</i> <i>prossimo nombre del districto escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

child's

email

1

CURRENT

Page 13

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>Numéro de</i> <i>téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>classe de</i> <i>l'élève en-</i> <i>Klasse im Jahr</i> <i>grado de</i> <i>allievo nel</i> <i>Grado del</i> <i>estudiante en</i> <i>el año</i> 2015-2016	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name des nachbar-hood</i> <i>bezirkshule</i> <i>nome della scuola del distretto</i> <i>di cappa prossimo</i> <i>nombre del distrito escolar</i> <i>vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							09/21/15
2.							9/21/15
3.							9/21/15
4.							9/21/15
5.							9/21/15
6.							9/21/15
7.							9/22/15
8.							9/22/15
9.							9/22/15
10.							9/22/15

(11)

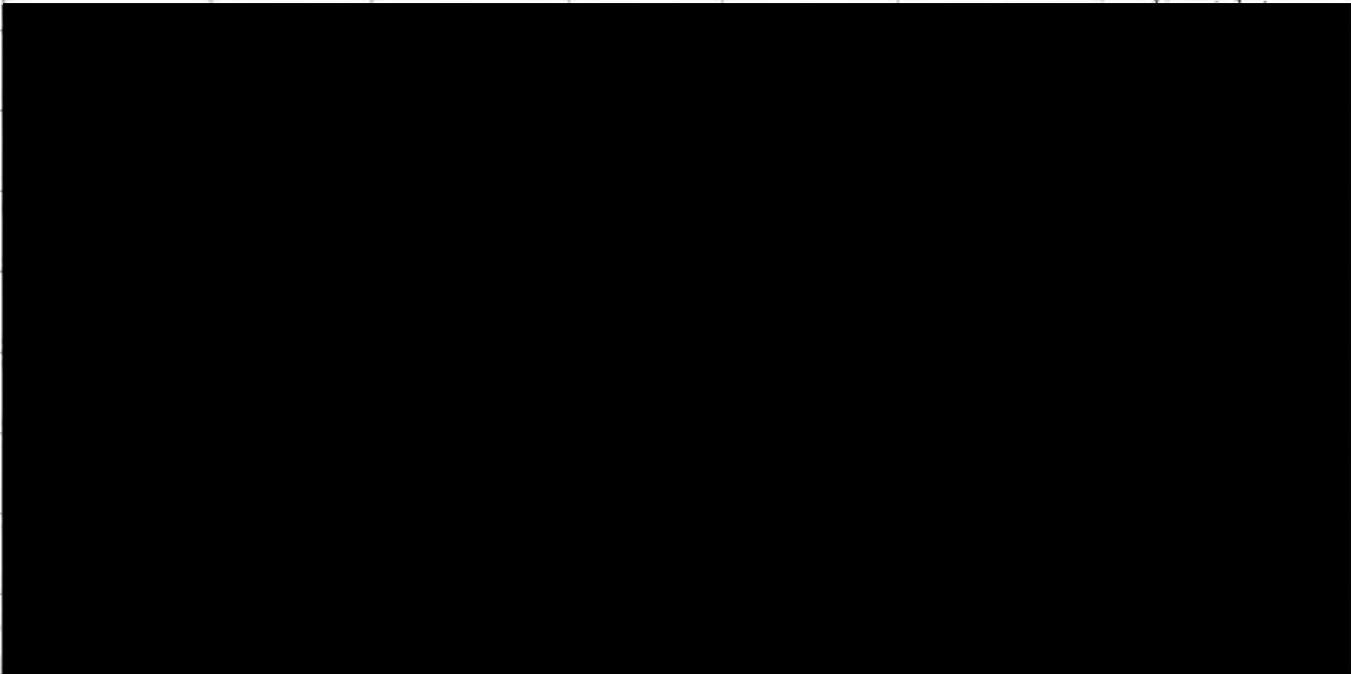
CURRENT

Page 14

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>Numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>classe de l'élève en-</i> <i>Klasse im Jahr</i> <i>grado de allievo nel</i> <i>Grado del estudiante en el año</i> 2015-2016	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale</i> <i>name des nachbar-hood bezirksschule</i> <i>nome della scuola del distretto di cappa prossimo</i> <i>nombre del distrito escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							9/22/15
2.							9/22/15
3.							4/22/15
4.							9/20/15
5.							9/30/15
6.							9.30.15
7.							10/1/15
8.							
9.							
10.							

CURRENT

Page 15

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de</i> <i>téléphone</i> <i>telefonnummer</i> <i>numero di</i> <i>teléfono</i> <i>número de</i> <i>teléfono</i>	CHILD'S NAME	STUDENT GRADE IN 201 5 -201 6 <i>classe de l'élève en</i> 201 5 201 6 <i>klasse im jahr</i> 201 5 201 6 <i>grado de allievo nel</i> 201 5 201 6 <i>grado del estudiante</i> en el año 201 5 201 6	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del distrito</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							10/1/15	
2.						10/1/15		
3.						10/1/15		
4.						10/1/15		
5.						10/1/15		
6.						10/2/15		
7.								
8.								
9.								
10.								

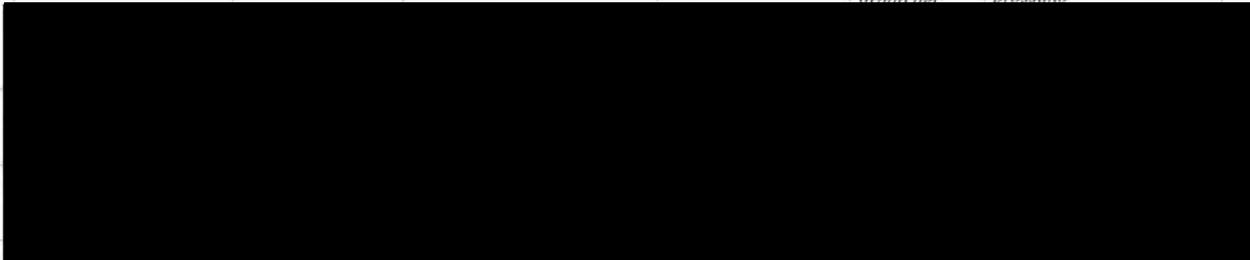
[Handwritten signature]

6

International Studies Language Academy Appendices and Attachments

CURRENT

Page 11a

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN 2015 2017 <i>classe de</i> <i>l'élève en</i> 2015 2017 <i>klasse im jahr</i> 2015 2017 <i>grado de</i> <i>allievo nel</i> 2015 2017 <i>grado del</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name des nachbar-hood</i> <i>bezirksschule</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

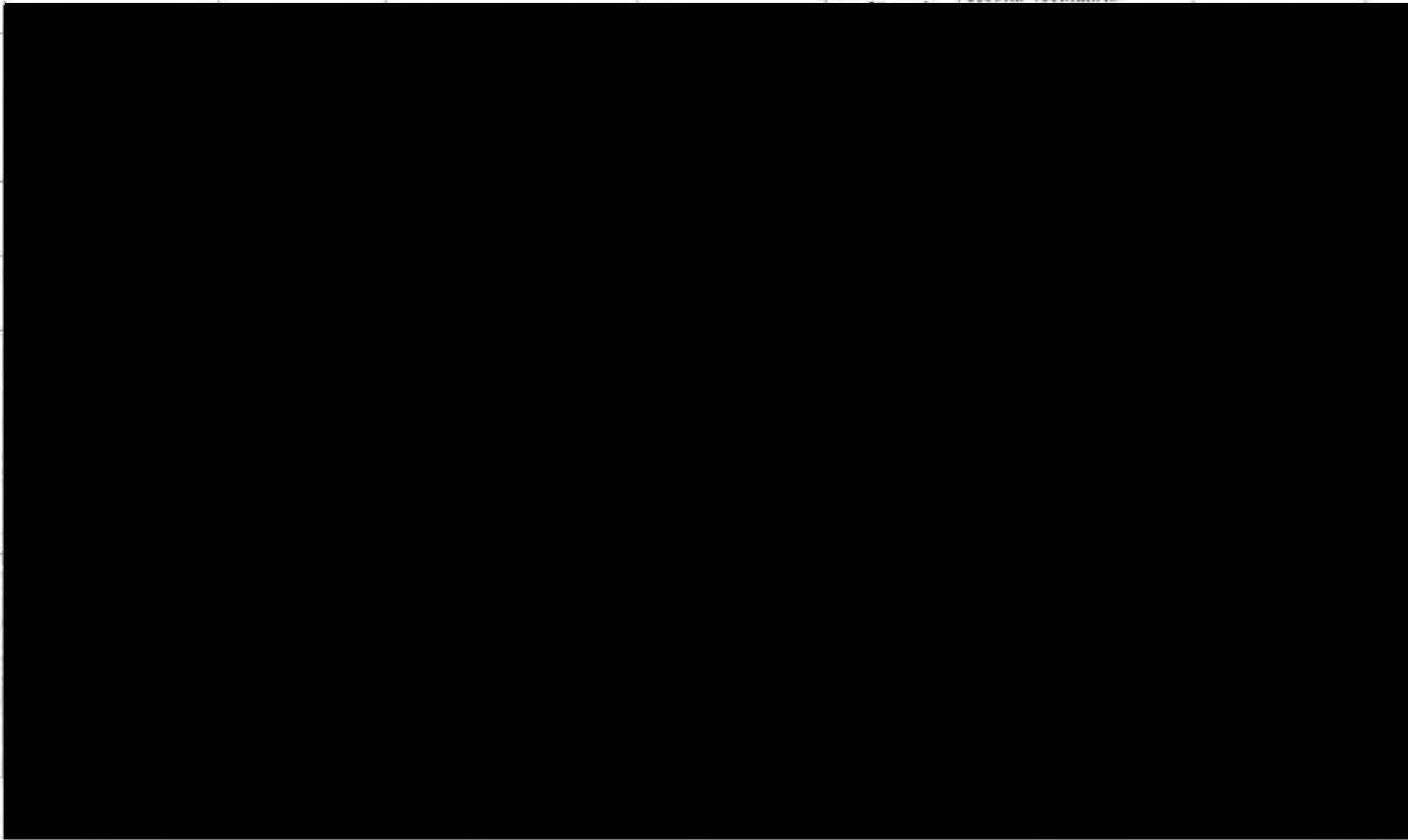
9/22/15

Page 17

CURRENT

NAME <i>nom name nomé numbre</i>	SIGNATURE <i>signature unterschrift firma firma</i>	ADDRESS <i>adres adresse indirizzo direccion</i>	TELEPHONE NUMBER <i>numéro de téléphone telefonnummer numera di telefono número de teléfono</i>	STUDENT GRADE IN <i>2015-2016 classe de l'élève en 2015-2016 klasse im jahr 2015-2016 grado de allievo nel 2015-2016 grado del estudiante en el año</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale name der schule in Nachbarschaft nome della scuola del distretto di cappa prossimo nombre del distrito escolar vecindario</i>	DATE <i>date datum data fecha</i>
---	--	---	---	---	--	--

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Page 18

CURRENT

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>2015-2016</i> <i>classe de l'élève en</i> <i>2015-2016</i> <i>klasse im jahr</i> <i>2015-2016</i> <i>grado de allievo nel</i> <i>2015-2016</i> <i>grado del estudiante en el año</i> <i>2015-2016</i>	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in Nachbarschaft</i> <i>nome della scuola del distretto di cappa</i> <i>prossimo</i> <i>nombre del districto escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							10-1-15
2.							"
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

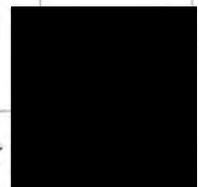
International Studies Language Academy Appendices and Attachments

Page 19

CURRENT

	NAME <i>nom name nome nombre</i>	SIGNATURE <i>signature unterschrift firma firma</i>	ADDRESS <i>adres adresse indirizzo dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone telefonnummer numero di teléfono número de teléfono</i>	STUDENT GRADE IN 2015-2016 <i>classe de l'élève en 2015-2016 klasse im jahr 2015-2016 grado de allievo nel 2015-2016 grado del estudiante en el año 2015-2016</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale name der schule in Nachbarschaft nome della scuola del distretto di cappa prossimo nombre del districto escolar vecindario</i>	DATE <i>date datum data fecha</i>
1.	[REDACTED]						9-18-15
2.	[REDACTED]						9/22/15
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

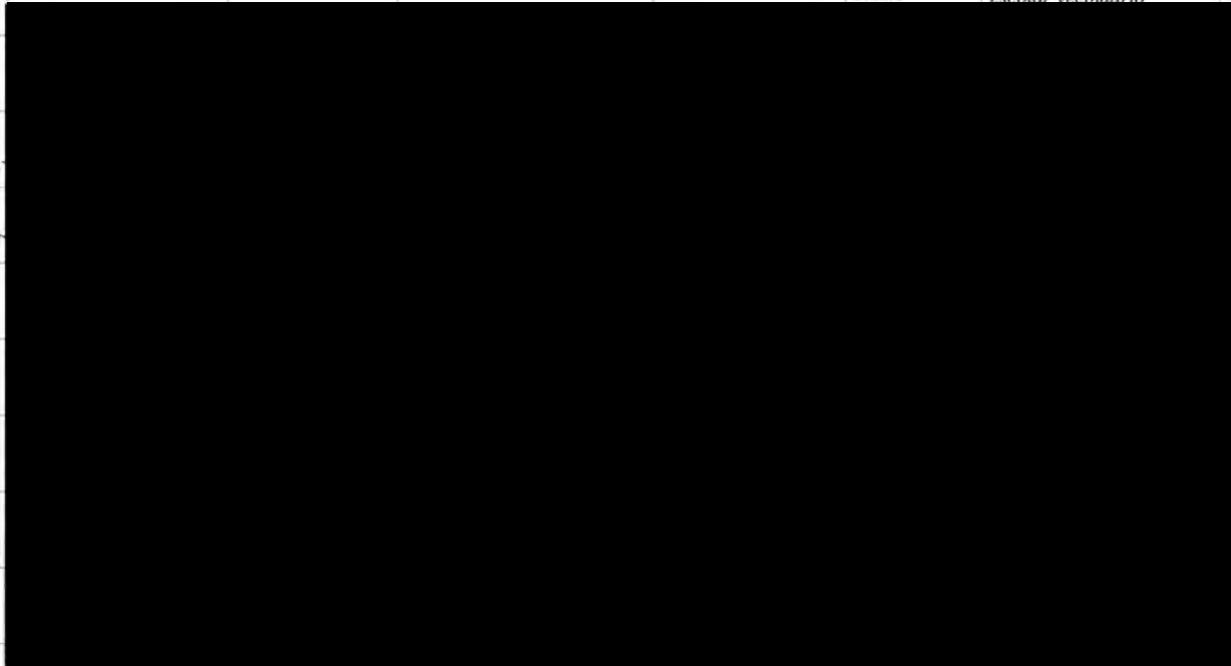
children
↓



International Studies Language Academy Appendices and Attachments

Page 20

CURRENT

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>2015-2016</i> <i>classe de</i> <i>l'élève en</i> <i>2015-2016</i> <i>klasse im jahr</i> <i>2015-2016</i> <i>grado de</i> <i>allievo nel</i> <i>2015-2016</i> <i>grado del</i> <i>estudiante en</i> <i>el año</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del districto</i> <i>escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							09/19/2015
2.							9/19/2015
3.							9/21/15
4.							9/22/15
5.							9-22-15
6.							9/22/15
7.							
8.							
9.							
10.							

International Studies Language Academy Appendices and Attachments

Page 21

CURRENT

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>2015-2016</i> <i>classe de</i> <i>l'élève en</i> <i>2015-2016</i> <i>klasse im jahr</i> <i>2015-2016</i> <i>grado de</i> <i>allievo nel</i> <i>2015-2016</i> <i>grado del</i> <i>estudiante en</i>	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del distrito</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.						9.24.15	
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

page 22

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN 2015-2016 <i>classe de</i> <i>l'élève en</i> 201 5 201 6 <i>klasse im jahr</i> 201 5 201 6 <i>grado de</i> <i>allievo nel</i> 201 5 201 6 <i>grado del</i> <i>estudiante en</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del distrito</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>	STUDENT NAME
1.							9/22/2015	
2.							9/23/15	
3.							Ms. GIACOMO 9/22/15	
4.							9/22/15	
5.								
6.							↑ 9/23/15	
7.							10/2/15	
8.							10/2/15	
9.							10/2/15	
10.								

page 23

CURRENT

	NAME PARENT nom name nome nombre	SIGNATURE signature unterschrift firma firma	ADDRESS adres adresse indirizzo dirección	TELEPHONE NUMBER numéro de téléphone telefonnummer numero di telefono número de teléfono	STUDENT GRADE IN 2015-2016 classe de l'élève en 2015-2016 klasse im jahr 2015-2016 grado de allievo nel 2015-2016 grado del estudiante en	NAME OF NEIGHBORHOOD DISTRICT SCHOOL nom de l'école de quartier locale name der schule in Nachbarschaft nome della scuola del distretto di cappa prossimo nombre del distrito	DATE date datum data fecha	STUDENT NAME
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

CURRENT

page 24

	NAME <i>nom name nome nombre</i>	SIGNATURE <i>signature unterschrift firma firma</i>	ADDRESS <i>adres adresse indirizzo dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone telefonnummer numero di teléfono número de teléfono</i>	CHILD'S NAME	STUDENT GRADE IN 201 5 ⁶ 201 6 ⁶ <i>classe de l'élève en 2015⁶2016⁶ klasse im jahr 2015⁶2016⁶ grado de allievo nel 2015⁶2016⁶ grado del estudiante en el año 2015¹⁶-2016⁶</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale name der schule in Nachbarschaft nome della scuola del distretto di cappa prossimo nombre del distrito</i>	DATE <i>date datum data fecha</i>
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

page 26

	NAME PARENT <i>nom name nome nombre</i>	SIGNATURE <i>signature unterschrift firma firma</i>	ADDRESS <i>adres adresse indirizzo dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone telefonnummer numero di telefono número de teléfono</i>	CURRENT STUDENT GRADE IN <i>2015-2016 classe de l'élève en 2015-2016 klasse im jahr 2015-2016 grado de allievo nel 2015-2016 grado del estudiante en el año</i>	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale name der schule in Nachbarschaft nome della scuola del distretto di cappa prossimo nombre del districto</i>	DATE <i>date datum data fecha</i>	STUDENT NAME
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

page 28

CURRENT

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>Numéro de</i> <i>téléphone</i> <i>telefonnummer</i> <i>numero di teléfono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>classe de</i> <i>l'élève en-</i> <i>Klasse im Jahr</i> <i>grado de</i> <i>allievo nel</i> <i>Grado del</i> <i>estudiante en</i> <i>el año</i> 2015-2016	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name des nachbar-hood</i> <i>bezirkshule</i> <i>nome della scuola del</i> <i>distretto di cappa prossimo</i> <i>nombre del distrito escolar</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>	STUDENT NAME
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

International Studies Language Academy Appendices and Attachments

CURRENT

page 29

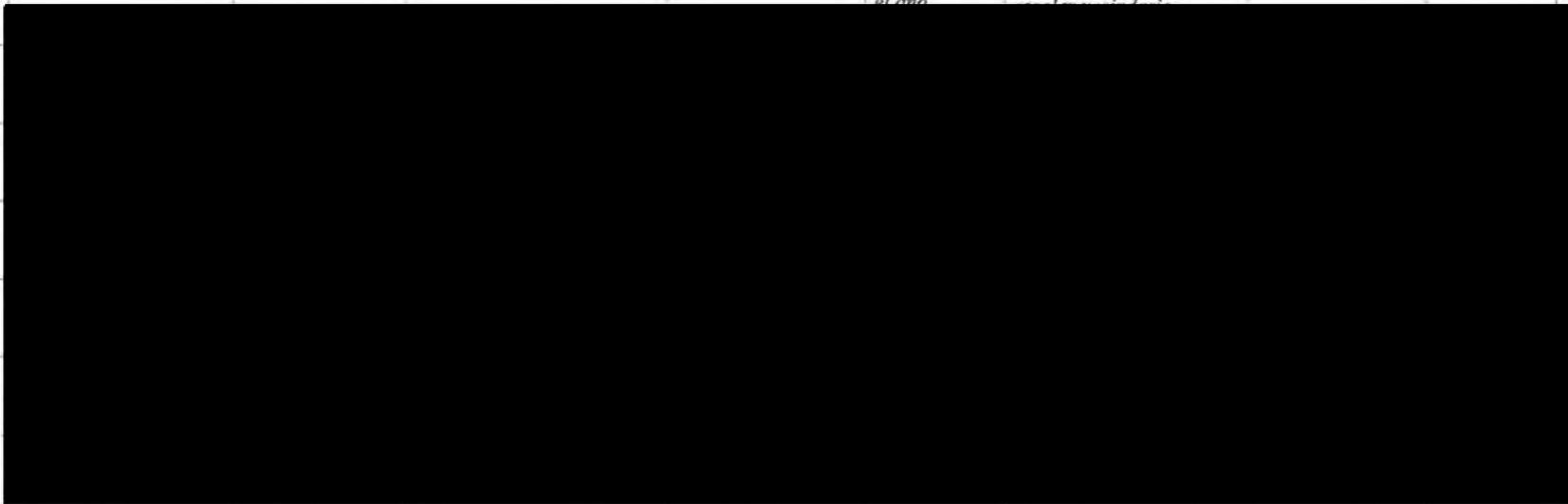
	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	CHILD'S NAME	STUDENT GRADE IN 2016 2017 <i>classe de l'élève en</i> <i>2016</i> 2017 <i>klasse im jahr</i> <i>2016</i> 2017 <i>grado de allievo nel</i> <i>2016</i> 2017 <i>grado del estudiante en el año</i> 2016 2017	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale</i> <i>name der schule in Nachbarschaft</i> <i>nome della scuola del distretto di cappa prossimo</i> <i>nombre del distrito</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

CURRENT

Page 30

NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN 2015-2016 <i>classe de</i> <i>l'élève en</i> 2015-2016 <i>klasse im jahr</i> 2015-2016 <i>grado de</i> <i>allievo nel</i> 2015-2016 <i>grado del</i> <i>estudiante en</i> <i>el año</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del districto</i> <i>proximo</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>	STUDENT NAME
1.	[REDACTED CONTENT]						
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CURRENT

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN 2016-2017 <i>classe de</i> <i>l'élève en</i> 2016-2017 <i>klasse im jahr</i> 2016-2017 <i>grado de</i> <i>allievo nel</i> 2016-2017 <i>grado del</i> <i>estudiante en</i> <i>el año</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del districto</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>	STUDENT NAME
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

2

page 32

CURRENT

NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>2015-2016</i> <i>classe de</i> <i>l'élève en</i> <i>2015-2016</i> <i>klasse in jahr</i> <i>2015-2016</i> <i>grado de</i> <i>allievo nel</i> <i>2015-2016</i> <i>grado del</i> <i>estudiante en</i> <i>el año</i> <i>2015-2016</i>	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del districto</i> <i>escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>	STUDENT NAME	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

5

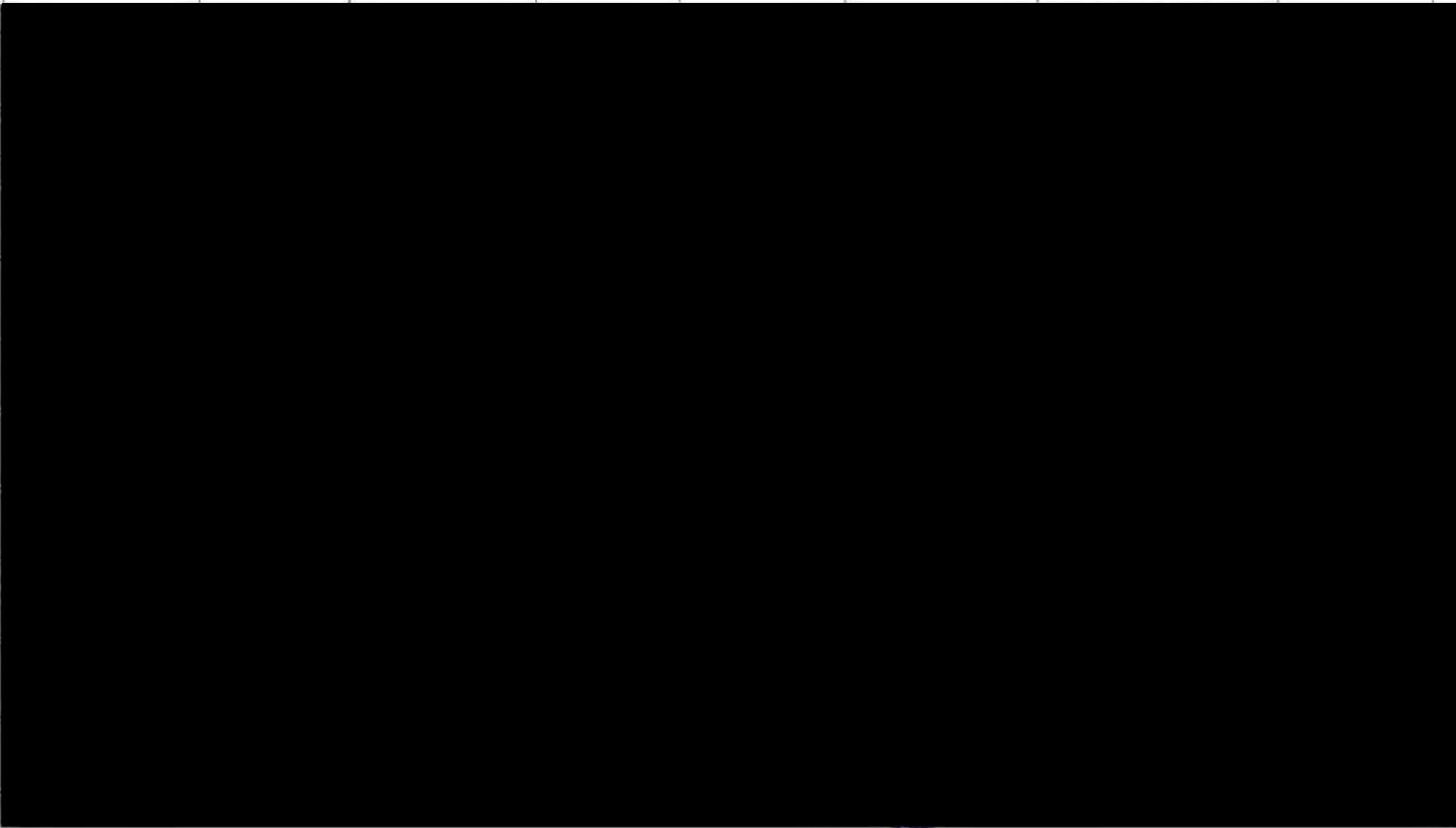
Page 33

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de</i> <i>téléphone</i> <i>telefonnummer</i> <i>numero di</i> <i>telefono</i> <i>número de</i> <i>telefono</i>	CHILD'S NAME	CURRENT STUDENT GRADE STUDENT <i>classe de l'élève en</i> STUDENT <i>klasse im jahr</i> STUDENT <i>grado de allievo nel</i> STUDENT <i>grado del estudiante</i> <i>en el año 2011</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del districto</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

International Studies Language Academy Appendices and Attachments

Page 34

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	CHILD'S NAME	STUDENT GRADE GRADE <i>classe de l'élève en</i> 2016-2017 <i>klasse im jahr</i> 2016-2017 <i>grado de allievo nel</i> 2016-2017 <i>grado del estudiante en el año</i> 2016-2017	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale</i> <i>name der schule in Nachbarschaft</i> <i>nome della scuola del distretto di cappa</i> <i>prossimo</i> <i>nombre del distrito</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
--	---	--	---	--	--------------	--	---	--

1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

STUDENT
NAME ALSO

Page 36

<p>NAME nom name nome nombre</p>	<p>SIGNATURE signature unterschrift firma firma</p>	<p>ADDRESS adres adresse indirizzo dirección</p>	<p>TELEPHONE NUMBER numéro de téléphone telefonnummer numero di telefono número de teléfono</p>	<p>STUDENT GRADE IN 2^e classe de l'élève en 2^e klasse im jahr 2^e grado de allievo nel 2^o grado del estudiante en el año 2^o</p>	<p>NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL nom de l'école de quartier locale name des nachbar-hood bezirksschule nome della scuola del distretto di cappa prossimo nombre del districto escolar vecindario</p>	<p>DATE date datum data fecha</p>
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

International Studies Language Academy Appendices and Attachments

Page 37

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	Cooper STUDENT GRADE 5 2 <i>classe de</i> <i>l'élève</i> 2 <i>klasse im jahr</i> 2 <i>grado de</i> <i>allievo</i> 2 <i>grado del</i> <i>estudiante en</i> <i>el año</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name des nachbar-hood</i> <i>bezirkshule</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del districto</i> <i>escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Page 39

	NAME <i>nom name nome nombre</i>	SIGNATURE <i>signature unterschrift firma firma</i>	ADDRESS <i>adres adresse indirizzo dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone telefonnummer numero di telefono número de teléfono</i>	CURRENT STUDENT GRADE 2016-2017 <i>classe de l'élève en 2016-2017</i> <i>klasse im jahr 2016-2017</i> <i>grado de allievo nel 2016-2017</i> <i>grado del estudiante en el año 2016-2017</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL. <i>nom de l'école de quartier locale name der schule in Nachbarschaft nome della scuola del distretto di cappa prossimo nombre del distrito escolar vecindario</i>	DATE <i>date datum data fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CURRENT

page 43

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>Numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>classe de l'élève en-</i> <i>Klasse im Jahr</i> <i>grado de allievo nel</i> <i>Grado del estudiante en</i> <i>el año</i> 2016-2017	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name des nachbar-hood</i> <i>bezirksschule</i> <i>nome della scuola del distretto</i> <i>di cappa prossimo</i> <i>nombre del distrito escolar</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

International Studies Language Academy Appendices and Attachments

page 44

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de</i> <i>téléphone</i> <i>telephonnummer</i> <i>numero di</i> <i>teléfono</i> <i>numero de</i> <i>teléfono</i>	CHILD'S NAME	CURRENT STUDENT GRADE <i>classe de l'élève en</i> <i>klasse im jahr</i> <i>grado de allievo nel</i> <i>grado del estudiante</i> <i>en el año</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name der schule in</i> <i>Nachbarschaft</i> <i>nome della scuola del</i> <i>distretto di cappa</i> <i>prossimo</i> <i>nombre del distrito</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>jecha</i>
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

CURRENT

page 45

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>Numéro de</i> <i>téléphone</i> <i>telefonnummer</i> <i>numero di teléfono</i> <i>número de teléfono</i>	STUDENT GRADE IN <i>classe de</i> <i>l'élève en-</i> <i>Klasse im</i> <i>Jahr</i> <i>grado de</i> <i>allievo nel</i> <i>Grado del</i> <i>estudiante en</i> <i>el año</i> <i>2015-2016</i>	NAME OF NEIGHBOR-HOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale</i> <i>name des nachbar-hood</i> <i>bezirksschule</i> <i>nome della scuola del distretto di</i> <i>cappa prossimo</i> <i>nombre del distrito escolar</i> <i>vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CURRENT

page 46

	NAME <i>nom name nome nombre</i>	SIGNATURE <i>signature unterschrift firma firma</i>	ADDRESS <i>adres adresse indirizzo dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone telefono numero numero di telefono numero de teléfono</i>	STUDENT GRADE IN <i>2015-2016 classe de l'élève en 2015-2016 klasse im jahr 2015-2016 grado de allievo nel 2015-2016 grado del estudiante en el año</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>nom de l'école de quartier locale name des nachbar-hood bezir/shule nome della scuola del distretto di cappa prossimo nombre del distrito</i>	DATE <i>date datum datz jecha</i>	STUDENT NAME
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

WIKIAT

page 49

	NAME <i>nom</i> <i>name</i> <i>nome</i> <i>nombre</i>	SIGNATURE <i>signature</i> <i>unterschrift</i> <i>firma</i> <i>firma</i>	ADDRESS <i>adres</i> <i>adresse</i> <i>indirizzo</i> <i>dirección</i>	TELEPHONE NUMBER <i>numéro de téléphone</i> <i>telefonnummer</i> <i>numero di telefono</i> <i>número de teléfono</i>	STUDENT GRADE IN 2015 2017 <i>classe de l'élève en</i> 2015 2017 <i>klasse im jahr</i> 2015 2017 <i>grado de allievo nel</i> 2015 2017 <i>grado del estudiante en el año</i> 2015 2017	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>nom de l'école de quartier</i> <i>locale</i> <i>name des nachbar-hood</i> <i>bezirksschule</i> <i>nome della scuola del distretto di cappa</i> <i>prossimo</i> <i>nombre del districto escolar vecindario</i>	DATE <i>date</i> <i>datum</i> <i>data</i> <i>fecha</i>	STUDENT NAME
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								



**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,

A stylized, geometric signature consisting of several overlapping lines forming a triangular shape.

Karl Cogard
Education Attaché
French Embassy in the United States

A handwritten signature in cursive script.

Antonia Rigaud
Deputy cultural attachée
Los Angeles



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,

A handwritten signature in blue ink, appearing to read "Victoriano Rodriguez", with a long, sweeping flourish extending to the right.

Victoriano Rodriguez

Principal



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,



Education Attaché

Christine Walters
Dr. Armina Gharpetian
Nayiri Nahabedian
Gregory Krikorian
Jennifer Freemon
Marianna Yolyan



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,

A handwritten signature in blue ink, appearing to be 'M. Pedrosa de Guindos'.



Education Attaché
María Pedrosa de Guindos



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

Kelly O'Brien

From: Gillian Bonacci <internationalstudiesla@gmail.com>
Sent: Wednesday, February 3, 2016 11:48 AM
To: Braude_Katie@laoe.edu
Cc: David Calvo; Hilary Stern
Subject: Follow up to Public Hearing Question

Dear Ms. Braude,

Please allow this communication to serve as a response to a question you posed at the January 19 LACOE board meeting during the International Studies Language Academy hearing. Specifically, your question revolved around our school's ability to elicit sufficient student applications to develop the pool of fluent applicants necessary to effectively implement our educational model.

To date, we have received just over 500 student interest data sets either through the petition process or through a digital mailing list subscription. Each data set includes the student's primary target language interest along with a self-reported level of fluency for that specific language of interest. After disaggregating our available data, the following represent the self-reported levels of fluency by target language:

French 82%
German 88%
Italian 89%
Spanish 84%
More than 1 language 26%

Due to the overwhelming number of fluent applicants per target language, we are confident that these meaningfully interested numbers fully support ISLA's ability to execute our program as designed.

Please let us know if you have additional questions. Thank you for your time.

Sincerely,

Gillian Bonacci
Co-Lead Petitioner

Kelly O'Brien

From: Gillian Bonacci [REDACTED] t>
Sent: Wednesday, January 20, 2016 6:14 PM
To: Braude_Katie@laoe.edu
Subject: ISLA Appeal

Dear Ms. Braude,

Thank you for the opportunity to present an overview of the petition for the International Studies Language Academy at yesterday's LACOE board meeting.

You had great questions yesterday that we would like to discuss with you in further detail should you have any time available before the February 16 board meeting.

We look forward to hearing from you.

Sincerely,

Gillian Bonacci
Hilary Stern
Co-Lead Petitioners
ISLA

International Studies Language Academy Appendices and Attachments

Elementary Teacher Distribution					
	French Immersio	German Immersio	Italian Immersio	Spanish Immersio	
TK/K	1	1	1	1	TK/K Teachers can assist with grades 1-7 pus
1	1	1	1	1	
2					
3	1	0	0	1	
4					
5	1			1	
	4	2	2	4	12
				Total	
				Elementary	
				Teachers	
	12	teachers			
	*24	students per teacher			
	288	children in K-5 program			

thin/pullout, as needed, after TK/K dismisses

International Studies Language Academy Appendices and Attachments

Course Directory	# of Cohorts		Course	
	6th grade	7th grade	Sections	Cohort(s) Enrolled
English 1/H	2		2	FA1/GA1/IA1/SA1
English 2/H		3	3	FI2/GI2/II2/SI2
French Acquisition 1	1		1	FA1
French Conversational 1	1		1	FA1
French Language and Literature 2		1	1	FI2
(French) World History 500-1700		1	1	FI2
German Acquisition 1	1		1	GA1
German Conversational 1	1		1	GA1
German Language and Literature 2		1	1	GI2
(German) World History 500-1700		1	1	GI2
Italian Acquisition 1	1		1	IA1
Italian Conversational 1	1		1	IA1
Italian Language and Literature 2		1	1	II2
(Italian) World History 500-1700		1	1	II2
Spanish Acquisition 1	1		1	SA1
Spanish Conversational 1	1		1	SA1
Spanish Language and Literature 2		1	1	SI2
(Spanish) World History 500-1700		1	1	SI2
(English) World History Pre - 500	2		2	FA1/GA1/IA1/SA1
Reading Intervention	0.33	0.67	1	All 8
English Language Development	0.33	0.67	1	All 8
Math Intervention	0.33	0.67	1	All 8
Math 1	1		1	FA1/GA1/IA1/SA1
Math 2 / Pre Algebra		2	2	All 8
Algebra		2	2	FI2/GI2/II2/SI2
Integrated Science 1	2		2	FA1/GA1/IA1/SA1
Integrated Science 2		3	3	FI2/GI2/II2/SI2
Physical Education	1.5	2.5	4	All 8
VAPA	1.5	2.5	4	All 8
			44	Total Sections
Assumptions				
In year one, sixth grade will only offer acquisition in each of the four target languages.				
In year one, seventh grade will only offer immersion in each of the four target languages.				
The Course Directory is based on the Curricular Progression Chart on page 77.				
The projected cohorts per grade are based on the Projected Enrollment Rollout on page 16				
Sixth grade will only begin with an acquisition track. Seventh only with an immersion.				
Target language class size average for sixth grade is 15 (60/4 languages).				
Target language class size average for seventh grade is 22.5 (90/4 languages).				
Core class size average for sixth and seventh grade is 30.				
Physical education and VAPA class size average for combined sixth and seventh grade 37.5				
Sixth and seventh grade may also be combined in mathematics.				
Schoolwide class size average is 27 (150 students*8 periods = 44 sections).				
If there are low numbers of students for a separate English H class, that teacher may have dual roster.				
Advisory is intentionally not included above due to its brief contact time.				

Kelly O'Brien

From: Gillian Bonacci <[REDACTED]>
Sent: Wednesday, February 17, 2016 10:07 AM
To: Kelly O'Brien
Subject: LACOE emails - Fuentes

Begin forwarded message:

From: Fuentes, Olivia <Fuentes_Olivia@lacoed.edu>
Subject: Re: ISLA Teacher Staffing Details
Date: February 2, 2016 [REDACTED] T
To: Gillian Bonacci <[REDACTED]>

Yes, I did receive it and have forwarded the response to the Charter School Office

Sent from my iPad

On Feb 2, 2016, at 3:40 PM, Gillian Bonacci <[REDACTED]> wrote:

Hello Mrs. Fuentes,

I just wanted to make sure you received this note in response to your questions about staffing at ISLA. If you could just confirm that you received it, I would appreciate it.

Again, feel free to forward any questions to me.

Thanks.

Gillian Bonacci
ISLA Co-Lead Petitioner

Begin forwarded message:

From: Gillian Bonacci <[REDACTED]>
Subject: ISLA Teacher
Date: January 29, 2016 at 9:25:49 AM PST
To: [Fuentes, Olivia](mailto:Fuentes_Olivia@lacoed.edu)
Cc: Hilary Stern <[REDACTED]>, Dave Calvo <dcalvo@academ>

Dear Ms. Fuentes,

Earlier this week at the ISLA capacity interview, you shared that 19 teachers did not appear to be sufficient to rollout ISLA's educational program. Attached hereto is an Excel file with two spreadsheets. One describes the K-5 teacher distribution (12 teachers). The other describes the grades 6-7 teacher distribution (7 teachers). There are also any number of variations that yield equal to or less than 19 full time positions, with the integration of part-time positions. These are also described in the middle school spreadsheet.

The projected ISLA class sizes are significantly lower than those of Glendale Unified and Los Angeles Unified. The following links provide the class size communications for those districts.

<http://www.gusd.net/cms/lib03/CA01000648/Centricity/Domain/58/06%20%20MS%20Capping%20Letter.pdf>

<http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/185/BUL-5977.2%20ELEMENTARY%20COMBINED%20REVISED%20C%20%20July%2020%202015.pdf>

<http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/185/BUL-5978.2%20MIDDLE%20COMBINED%20REVISED%20%20July%2020%202015.pdf>

Please let us know if you have any questions.

Sincerely,

gillian Bonacci
Co-Lead Petitioner
ISLA

<ISLA Teacher Staffing.xlsx>

Kelly O'Brien

From: Law_Jean <Law_Jean@lacoed.edu>
Sent: Tuesday, January 19, 2016 12:00 PM
To: [REDACTED]
Cc: Wilson_Dina; Sanchez_Lila
Subject: Contract requested

Hello Ms. Bonacci and Ms. Stern:

I'm a Coordinator in the Charter School Office at LACOE and have been working with Dr. Brooke Soles on the International Studies Language Academy (ISLA) petition.

In reviewing the submission items relating to ISLA's charter petition, there is reference to an affiliation agreement with International Studies Charter School to provide curriculum, training, best practices, etc. Please provide a copy of this agreement at your earliest convenience.

Thank you, and I look forward to meeting you at the public hearing later this afternoon,

Jean Law

Coordinator III, Charter School Office
Los Angeles County Office of Education
Phone: 562-922-8806
Fax: 562-922-8805

Kelly O'Brien

From: Law_Jean <Law_Jean@lacoedu.edu>
Sent: Thursday, January 21, 2016 11:52 AM
To: Gillian Bonacci
Cc: Hilary Stern
Subject: RE: Contract requested

Thank you for the follow-up, Gillian & Hilary.

For now, you can just submit the letter of intent and we will ask clarifying questions during the Capacity Interview.

Sincerely,
Jean

From: Gillian Bonacci [REDACTED]
Sent: Wednesday, Jan
To: Law_Jean
Cc: Hilary Stern
Subject: Re: Contract requested

Hello Jean

Thank you for your email and it was a pleasure to meet you yesterday at the LACOE board meeting.

As mentioned yesterday, we have begun discussions with ISCHS to work out the details for the affiliation agreement but it has not been finalized. Since you requested a copy of the agreement, we contacted the lawyer representing ISCHS's board who is working on the agreement to see if we can expedite the process. We were told that they could reasonably expect to finalize agreement within two weeks.

Since we have their letter of intent to collaborate with us, would it be acceptable to discuss with your team the known terms of the affiliation and how the monies will be spent prior to sending you the agreement that won't be ready in time for the capacity interview scheduled for the 26th?

Thank you for your consideration.

Sincerely,

Gillian Bonacci
Hilary Stern
Co-Lead Petitioners
ISLA

On Jan 19, 2016, at 12:00 PM, Law_Jean <Law_Jean@lacoedu.edu> wrote:

Hello Ms. Bonacci and Ms. Stern:

I'm a Coordinator in the Charter School Office at LACOE and have been working with Dr. Brooke Soles on the International Studies Language Academy (ISLA) petition.

In reviewing the submission items relating to ISLA's charter petition, there is reference to an "affiliation agreement" with International Studies Charter School to provide curriculum, training, best practices, etc. Please provide a copy of this agreement at your earliest convenience.

Thank you, and I look forward to meeting you at the public hearing later this afternoon,

Jean Law

Coordinator III, Charter School Office
Los Angeles County Office of Education
Phone: 562-922-8806
Fax: 562-922-8805

Kelly O'Brien

From: Law_Jean <Law_Jean@lacoed.edu>
Sent: Monday, February 8, 2016 7:35 AM
To: Hilary Stern
Cc: [REDACTED]
Subject: RE: Status Update: ISCHS Agreement

Good morning, Hilary:

Thank you for the status update.

Best regards,
Jean

From: Hilary Stern [REDACTED]
Sent: Friday, February 8, 2016 10:00 AM
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: ISCHS Agreement

Dear Jean,

I hope this email finds you well.

We have reached out to board of ISCHS to inquiry about the status of the ISCHS agreement but we were told that it is still with their lawyer. Unfortunately, I do not believe we will have an executed agreement to you by the time you need to make your findings next week.

In our original petition to GUSD we provided a letter of intent from ISCSH. There is also a list of the type of services the agreement will speak to in service of ISLA's educational program and teachers in ISLA's rebuttal to GUSD findings. In addition, as mentioned during the capacity hearing, the ISLA board will have approval over the budget regarding how the funds assigned to a collaboration with ISCHS will be used.

We will provide a copy of the agreement as soon as we have reviewed it and it is executed.

All my best,

Hilary Stern
Co-Lead Petitioner, ISLA

Kelly O'Brien

From: Law_Jean <Law_Jean@lacoed.edu>
Sent: Wednesday, February 10, 2016 8:04 AM
To: Hilary Stern
Cc: Gillian Bonacci
Subject: RE: February 16 Meeting

Thank you for the update, Hilary.

As was the procedure for the public hearing, the speakers will need to fill out a form. Forms will be available on the day of the meeting in the Board room; however, here is the web link for it so they can fill out the cards ahead of time:

<http://www.lacoed.edu/Portals/0/Board/English.pdf>

Best,
Jean

-----Original Message
From: Hilary Stern [redacted]
Sent: Tuesday, February 10, 2016 8:04 AM
To: Law_Jean
Cc: Gillian Bonacci
Subject: February 16 Meeting

Dear Jean,

At the Tuesday, February 16 board meeting we are expecting the following people to speak:

Judy Brusseau
Daniel Denny
Philip Wolfson
Gwen Ajello
Regina Sellards

If I receive any information on other potential speakers I will let you know.

Best,

Hilary Stern

Kelly O'Brien

From: Law_Jean <Law_Jean@lacoedu.edu>
Sent: Friday, January 22, 2016 11:28 AM
To: Gillian Bonacci; Hilary Stern
Cc: Wilson_Dina; Sanchez_Lila
Subject: ISLA Capacity Interview - 1/26/16

Hello Gillian & Hilary:

I'm writing to confirm that the following people will participate in the International Studies Language Academy (ISLA) Capacity Interview on Tuesday, January 26, 2016, at 9:00 am:

- Gillian Bonacci
- Daniel Denny
- Mike Rasic
- Reggie Sellards
- Phil Wolfson
- Judy Reilly
- Gwen Ajello
- Hilary Stern
- Dave Calvo
- Clayton Howell
- Kelly O'Brien

Please check in at the security desk on the east side of LACOE's Education Center West facility (12830 Columbia Way, Downey 90242). Once all participants have arrived, please ask the front desk receptionist to call our office (x8806). Then a member of the Charter School Office will come greet you and escort your team to the interview.

Thank you,

Jean Law

Coordinator III, Charter School Office
Los Angeles County Office of Education
Phone: 562-922-8806
Fax: 562-922-8805

Kelly O'Brien

From: Law_Jean <Law_Jean@lacoedu.edu>
Sent: Friday, January 22, 2016 11:58 AM
To: Gillian Bonacci
Cc: Hilary Stern
Subject: RE: ISLA Capacity Interview - 1/26/16

Dear Gillian:

Thank you for the very quick reply. With such a large cohort, we'll be preparing table name cards for the participants to include name and relationship to the proposed school. Please indicate any missing information or corrections to this list.

Gillian Bonacci (Co-Lead Petitioner, Board Member)
Hilary Stern (Co-Lead Petitioner)
Daniel Denny (Board Member)
Mike Rasic (Board Member)
Reggie Sellards (Board Member)
Phil Wolfson (Board Member)
Judy Reilly (Development Team)
Gwen Ajello (Development Team)
David Calvo (CEO, Academica CA)
Clayton Howell (title unknown)
Kelly O'Brien (title unknown)
Dr. Simona Montanari (Development Team)

Best,
Jean

From: Gillian Bonacci [redacted]
Sent: Friday, January [redacted]
To: Law_Jean
Cc: Hilary Stern; Wilson_Dina; Sanchez_Lila
Subject: Re: ISLA Capacity Interview - 1/26/16

Hello

Yes, thank you Jean. I was just going to send you a note to let you know that Dr. Simona Montanari from our development team (not a voting board member) has been able to make herself available for Tuesday. You can add her to the list.

Thanks.

gillian

On Jan 22, 2016, at 11:28 AM, Law_Jean <Law_Jean@lacoedu.edu> wrote:

Hello Gillian & Hilary:

I'm writing to confirm that the following people will participate in the International Studies Language Academy (ISLA) Capacity Interview on Tuesday, January 26, 2016, at 9:00 am:

- Gillian Bonacci
- Daniel Denny
- Mike Rasic
- Reggie Sellards
- Phil Wolfson
- Judy Reilly
- Gwen Ajello
- Hilary Stern
- Dave Calvo
- Clayton Howell
- Kelly O'Brien

Please check in at the security desk on the east side of LACOE's Education Center West facility (12830 Columbia Way, Downey 90242). Once all participants have arrived, please ask the front desk receptionist to call our office (x8806). Then a member of the Charter School Office will come greet you and escort your team to the interview.

Thank you,

Jean Law

Coordinator III, Charter School Office
Los Angeles County Office of Education
Phone: 562-922-8806
Fax: 562-922-8805

Kelly O'Brien

From: Robles_Beatrice <Robles_Beatrice@lacoed.edu>
Sent: Thursday, January 28, 2016 10:33 AM
To: Gillian Bonacci
Cc: Robles_Beatrice
Subject: RE: ISLA Appeal

Hello:

Dr. Turrentine would like to thank you for the invitation to meet. However, she wanted you to know that she prefers to hear information and to ask questions in the presence of her Board colleagues during Board meetings, so that all of the Board members have the opportunity to hear the same thing and benefit from one another's questions and thinking about issues.

Thank you.

Best,

Beatrice Robles

Senior Executive Assistant to
the Los Angeles County Board of Education



From: Gillian Bonacci [REDACTED]
Sent: Wednesday, Jan
To: Turrentine_Rebecca <Turrentine_Rebecca@lacoed.edu>
Subject: ISLA Appeal

Dear Dr. Turrentine,

Thank you for the opportunity given to us to present an overview of the petition for the International Studies Language Academy to you at yesterday's LACOE board meeting.

Hilary and I would welcome the opportunity to meet with you to discuss the petition in more detail and answer any questions you may have.

We look forward to hearing from you.

Sincerely,

Gillian Bonacci
Hilary Stern
ISLA Co-Lead Petitioners



Los Angeles County Office of Education

Serving Students ■ Supporting Communities ■ Leading Educators

January 14, 2016

Arturo Delgado, Ed.D.
Superintendent

Via First Class Mail & E-mail to:

Los Angeles County
Board of Education

Ms. Gillian Bonacci, Lead Petitioner
Ms. Hilary Stern, Lead Petitioner
International Studies Language Academy
1452 El Miradero Ave
Glendale, CA 91202

Thomas A. Saenz
President

Douglas R. Boyd
Vice President

Dear Ms. Bonacci and Ms. Stern:

Katie Braude

Confirmation of Capacity Interview and Board Dates for International Studies Language Academy

Gabriella Holt

Alex Johnson

Capacity Interview

Monte E. Perez

The Capacity Interview for the International Studies Language Academy (ISLA) Governing Board and Leadership Team is scheduled for **Tuesday, January 26, 2016**, from 9:00 a.m. – 12:00 p.m. and will be conducted in two (2) phases.

Rebecca J. Turrentine

The first phase will assist us in determining whether the governing board understands its role and responsibilities and has the capacity to govern the school. Only voting members of the board participate in this phase.

The second phase will assist us in determining whether the governing board and leadership team know the content of the petition, requirements of law applicable to the charter and have the capacity to implement the charter. Toward that end, questions will focus on petition development, the described educational program, student outcomes, other petition elements, the financial plan, and the governance and management structures. The leadership team and governing board participate in this phase.

The interview will be held at the Los Angeles County Office of Education (LACOE) Education Center West Building at 12830 Columbia Way, Downey, California 90242.

Report, Recommendation and Board Action

The Los Angeles County Board of Education (County Board) will hear the LACOE staff report on the petition, receive the Superintendent's recommendation and take action to grant or deny the charter on **Tuesday, February 16, 2016**. The meeting will take place in the Board Room located in the LACOE Education Center Building at 9300 Imperial Highway, Downey, California 90242. The meeting will be conducted in Open Session pursuant to the Brown Act and fulfills the requirements of *Education Code 47608*.

In order to accommodate members of the public who wish to attend this meeting, please inform Dr. Brooke Soles (Soles_Brooke@lacoed.edu) no later than **Wednesday, February 10, 2016**, of the number of attendees who may be present in the audience. Please note that the

Ms. Gillian Bonacci, Lead Petitioner
Ms. Hilary Stern, Lead Petitioner
International Studies Language Academy
January 14, 2016
Page 2

Board meeting rooms have a seating capacity of 150 to accommodate the school community, LACOE staff and other members of the public.

The agenda, the staff report and the Superintendent's recommendation will be available on the LACOE website (<http://www.lacoe.edu/BoardofEducation/BoardAgendasMinutesMeetings.aspx>) 72 hours prior to the date of the Board meeting. **Please check the agenda for the start time of the meeting.**

If you have any questions, please contact the Charter School Office at (562) 922-8806.

Sincerely,



Dina L. Wilson
Director II
Charter School Office
Division of Accountability, Support and Monitoring

DW:ls

c: Joel Shawn, Ed.D., Co-Interim Superintendent, Glendale USD
Marc Winger, Ed.D., Co-Interim Superintendent, Glendale USD
Kelly King, Ed.D., Assistant Superintendent, Educational Services, Glendale USD
Robert McEntire, Chief Business and Financial Officer, Glendale USD
Arturo Delgado, Ed.D., Superintendent, LACOE
Dayton Gilleland, Ed.D., Chief Academic Officer, Educational Services, LACOE
Olivia Fuentes, Director, Division of Accountability, Support and Monitoring, LACOE



Los Angeles County Office of Education

Serving Students • Supporting Communities • Leading Educators

January 6, 2016

Via First Class Mail & E-mail to:

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

Thomas A. Saenz
President

Douglas R. Boyd
Vice President

Katie Braude

Gabriella Holt

Alex Johnson

Monte E. Perez

Rebecca J. Turrentine

Ms. Gillian Bonacci, Lead Petitioner
Ms. Hilary Stern, Lead Petitioner
International Studies Language Academy
1452 El Miradero Ave
Glendale, CA 91202

Dear Ms. Bonacci and Ms. Stern:

Confirmation of Board Date for Public Hearing for International Studies Language Academy

The Los Angeles County Office of Education (LACOE) received the completed petition submission for International Studies Language Academy (denied by Glendale Unified School District Board of Education) on **December 28, 2015**. This letter confirms that the petition contains the components specified in *Education Code (EC)* and the *California Code of Regulations*, Title 5, necessary to be considered by the Los Angeles County Board of Education (County Board).

The public hearing is scheduled for **Tuesday, January 19, 2016**, in the Board Room of the Los Angeles County Office of Education (LACOE), Education Center Building at 9300 Imperial Highway, Downey, California 90242. The meeting will be conducted in Open Session pursuant to the *Brown Act* and fulfills the requirements of *Education Code (EC)* 47605(b). No later than 4:00 p.m. on **Tuesday, January 12, 2016**, please provide **13 copies** of all binder documents submitted to the Charter School Office (CSO) on December 23 and 28, 2015.

Please submit these copies in the following format: two-sided, back-to-back, three-hole punched, with each petition bound separately by rubber bands (no binder or binder clips). Replace tabs with a page identifying each section.

Please note, if you wish to provide additional documents, they must be submitted as a separate package following the same submission format.

The purpose of the public hearing is to provide the petitioners the opportunity to demonstrate support for the charter school and to provide an overview of the school's purpose and educational program.

Petitioner's Presentation: The identified petitioners will have ten (10) minutes to present an overview of the provisions of the charter, after which members of the Board may ask questions of the petitioners.

- This is an oral presentation. The board will have a copy of the petition. If you wish to provide additional handouts for your presentation, please bring **20 copies** so they can be made available to the public.
- The presentation should describe the school's mission, proposed student population, educational design, and how the proposed educational program will meet the needs of the intended pupil population(s) to be served. Additionally, the presentation should

Ms. Gillian Bonacci, Lead Petitioner
Ms. Hilary Stern, Lead Petitioner
International Studies Language Academy
January 6, 2016
Page 2

describe how the proposed charter school will fulfill the legislative intent of the *Charter Schools Act (EC 47601)*.

Public Comment: Twenty (20) minutes is provided for public comment on the item. The time will be divided equally if there are speakers who support the charter and speakers who do not support the charter. Each speaker may address the Board for a maximum of **three (3) minutes**. No speaker may relinquish a time allotment to another speaker.

- To accommodate members of the public who wish to attend the Public Hearing, please inform Dr. Brooke Soles (soles_brooke@lacoed.edu) no later than **Wednesday, January 12, 2016**, of the number of attendees wishing to speak in support of the charter and the number of individuals who may be present in the audience. Please note that the Board meeting rooms have a seating capacity of 150 to accommodate the school community, LACOE staff and other members of the public.
- Members of the public who wish to speak are required to fill out a request form (located on the table in the Board Room) prior to each meeting. A sample of this form is attached.

The agenda for the public hearing will be available on the LACOE website 72 hours prior to the date of the Board meeting at <http://www.lacoed.edu/BoardofEducation/BoardAgendasMinutesMeetings.aspx>. **Please check the agenda for the start time of the meeting.**

The CSO will notify you in a separate communication when dates are scheduled for the staff report and County Board action.

If you have any further questions regarding the public hearing, please do not hesitate to call the CSO at (562) 922-8806.

Sincerely,



Dina L. Wilson
Director II
Charter School Office
Division of Accountability, Support and Monitoring

DW:ls
Attachment

c: Joel Shawn, Ed.D., Co-Interim Superintendent, Glendale USD
Marc Winger, Ed.D., Co-Interim Superintendent, Glendale USD
Robert McEntire, Chief Business and Financial Officer, Glendale USD
Arturo Delgado, Ed.D., Superintendent, LACOE
Dayton Gilleland, Ed.D., Chief Academic Officer, Educational Services, LACOE
Olivia Fuentes, Director, Division of Accountability, Support and Monitoring, LACOE



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
Leading Educators

SPEAKERS FORM

**Procedures for
Speaking at Meetings
of the
Los Angeles County
Board of Education**

Speaking to the Board

Any individual or group may address the Los Angeles County Board of Education on any subject within its jurisdiction. Choose **one** of the following to make your request:

1. If you wish to speak during "**Communications—Public**," indicate that on the attached Speakers Form with a check mark and state the topic.

Or:

2. If you wish to speak to a particular Board agenda item number when it is under discussion, print the **number** and **name** of that agenda item on the attached Speakers Form.

Please make sure to print your name at the top of the form, tear off the form and hand it to the Board secretary (seated in left-most chair by the clock), who will inform the chairperson.

You may address the Board for a maximum of three (3) minutes. (The Board allots a maximum of 20 minutes to each subject.) No speaker may relinquish a time allotment to another speaker.

The Board cannot take action on matters presented, unless the item is listed as a recommendation on the formal agenda.

Speakers Form

Name: (Please print)

1. I wish to speak under "**Communications – Public**"

(Please check if applicable)

Please state the topic: _____

2. Agenda item **number & name**



**Los Angeles County
Office of Education**

Serving Students • Supporting Communities • Leading Educators

Kelly O'Brien

From: Sanchez_Lila <Sanchez_Lila@lacoed.edu>
Sent: Thursday, January 7, 2016 2:49 PM
To: [REDACTED]
Subject: FW: Letter dated 1/6/16 - Confirmation of Board Date for International Studies Language Academy's Charter Petition
Attachments: ISLA Ltr Public Hearing Date_1-6-16.pdf

From: Sanchez_Lila
Sent: Thursday, January 7, 2016 2:49 PM
To: 'Gillian Bonacci'; [REDACTED]
Cc: Wilson_Dina; So
Subject: Letter dated 1/6/16 - Confirmation of Board Date for International Studies Language Academy's Charter Petition

Dear Ms. Bonacci and Ms. Stern,

Attached please find a copy of a letter dated January 6, 2016, confirmation of Public Hearing date for the International Studies Language Academy's charter petition. The original letter will follow by mail.

Kindly confirm receipt of this email.

Thank you,
Lila Sanchez
Administrative Assistant
Charter School Office
Los Angeles County Office of Education
(562) 922-8818
(562) 922-8805/Fax
Serving Students ▪ Supporting Communities ▪ Leading Educators

Kelly O'Brien

From: Sanchez_Lila <Sanchez_Lila@lacoed.edu>
Sent: Friday, January 22, 2016 9:03 AM
To: Gillian Bonacci
Subject: RE: Letter Dated 1/14/16 - Confirmation of Capacity Interview and Board Dates - International Studies Language Academy Charter Petition

Thank you.

Have a great weekend!

Lila

[REDACTED]

Subject: Re: Letter Dated 1/14/16 - Confirmation of Capacity Interview and Board Dates - International Studies Language Academy Charter Petition

Hello

Forgive me for the late reply, I want to confirm receipt of this letter.

Gillian Bonacci

On Jan 14, 2016, at 4:07 PM, Sanchez_Lila <Sanchez_Lila@lacoed.edu> wrote:

Dear Ms. Bonacci and Ms. Stern,

Attached please find a copy of a letter dated January 14, 2016, confirmation of the Capacity Interview and Board dates for the International Studies Language Academy's charter petition. The original letter will follow by mail.

Kindly confirm receipt of this email.

Thank you,

Lila Sanchez

Administrative Assistant

Charter School Office

Los Angeles County Office of Education

(562) 922-8818

(562) 922-8805/Fax

Serving Students ▪ Supporting Communities ▪ Leading Educators

<ISLA Ltr Capacity Int & Board Date_1-14-16 Final.pdf>

Kelly O'Brien

From: Sanchez_Lila <Sanchez_Lila@lacoed.edu>
Sent: Thursday, January 14, 2016 4:08 PM
To: Gillian Bonacci [REDACTED]
Cc: Wilson_Dina; Soles_Brooke; rmcentire@gusd.net
Subject: Letter Dated 1/14/16 - Confirmation of Capacity Interview and Board Dates - International Studies Language Academy Charter Petition
Attachments: ISLA Ltr Capacity Int & Board Date_1-14-16 Final.pdf

Dear Ms. Bonacci and Ms. Stern,

Attached please find a copy of a letter dated January 14, 2016, confirmation of the Capacity Interview and Board dates for the International Studies Language Academy's charter petition. The original letter will follow by mail.

Kindly confirm receipt of this email.

Thank you,
Lila Sanchez
Administrative Assistant
Charter School Office
Los Angeles County Office of Education
(562) 922-8818
(562) 922-8805/Fax
Serving Students ▪ Supporting Communities ▪ Leading Educators

Kelly O'Brien

From: Soles_Brooke <Soles_Brooke@lacoed.edu>
Sent: Friday, January 15, 2016 8:28 AM
To: 'Gillian Bonacci'
Cc: Hilary Stern; Wilson_Dina; Law_Jean; Sanchez_Lila
Subject: RE: Confirming Speakers for Open Comment on the 19th

Gillian,

Thank you for this Public Hearing speakers list.

Sincerely,

Brooke Soles, Ed.D.
Coordinator III, Charter School Office
Los Angeles County Office of Education
Education Center West
P: 562-922-8806
F: 562-922-8805
Serving Students * Supporting Communities * Leading Educators

-----Original Message-----

From: Gillian Bonacci [REDACTED]
Sent: Thursday, January 14, 2016 10:58 AM
To: Soles_Brooke
Cc: Hilary Stern
Subject: Confirming Speakers for Open Comment on the 19th

Dear Dr. Soles,

In consideration of your timeframe and other important items that will be discussed at this hearing, we have asked supporters to submit letters in lieu of appearing. We expect to have between 10-15 supporters at the meeting and we can tentatively confirm the following individual will submit cards to speak:

Gwen Ajello
Daniel Denny
Laura Mohr
Mike Rasic
Judy Reilly
Reggie Sellards
Jeana Trost
Phil Wolfson

We will send you additional names for speakers as they come in.

Sincerely,

gillian Bonacci

ISLA Co-Lead Petitioner
Board Chair

Kelly O'Brien

From: Gillian Bonacci [REDACTED] >
Sent: Wednesday, February 17, 2016 9:33 AM
To: Kelly O'Brien
Subject: LACOE emails - Wilson

Begin forwarded message:

From: Wilson_Dina <Wilson_Dina@lacoed.edu>
Subject: RE: Speakers for today's board meeting
Date: February 16, [REDACTED] T
To: Gillian Bonacci [REDACTED]

Thank you. I have received four (4) speaker cards for: Massimo Reyna, Ramses Marques, Gilian Bonacci and John Arrue.

-Dina Wilson

-----Original Message-----
From: Gillian Bonacci [REDACTED]
Sent: Tuesday, February [REDACTED]
To: Wilson_Dina
Subject: Speakers for today's board meeting

Dear Ms. Wilson

Please find attached speaker cards for today's board meeting. In the event that we are a few minutes late, as we are coming directly from school, please hold a space for these speakers.

Thank you for your attention to this matter.

gillian Bonacci
ISLA Co Lead Petitioner

Los Angeles County Office of Education

Charter School Office
12830 Columbia Way
Downey, CA 90242
(562) 922-8806

Overview of the Process for Considering a Charter Petition Received on Appeal

The Los Angeles County Office of Education (LACOE) receives and reviews petitions on behalf of the Los Angeles County Board of Education (County Board). The appeal of a previously denied petition to establish or renew a charter is considered to have been received when the petitioner has submitted all of the following:

1. A complete copy of the charter petition *as denied* by the school district board including all supporting documents provided to the district without change or omission; budget documents; and required signatures (not applicable to a renewal petition).

The petition to **renew** a charter must additionally contain documentation that the charter school met at least one of the renewal criteria specified in *Education Code (EC) 47607(b)* and a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed (*California Code of Regulations, Title 5, section 11966.4*).

The petitioner is responsible to provide district verification that the petition and supporting documents submitted to the County Board are the ones on which the district board based its denial.

2. Evidence of the school district board's action to deny the petition (e.g., meeting minutes) and its written factual findings specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial as specified in *EC 47605(b)*.¹
3. A description of any changes to the petition necessary to reflect the County Board as the chartering entity. The description shall be submitted as a separate document that identifies where substantive changes to the petition may be necessary to reflect the County Board as the chartering entity based on the inherent structure of the county office or County Board Policies (e.g., special education, dispute resolution, closure procedures, fiscal reporting). It is not necessary to identify each technical adjustment where the name of the district would change to the County Board or LACOE. The document should identify petition elements and page numbers where the proposed changes would be made. *Do not submit as a "redline" or "track-changes" version of the petition.*
4. Documentation that the school's governing body has approved the petition, proposed budget and submission of the petition to the County Board.
5. Completed and signed forms: *Notice of Submission: Appeal of a Denied Charter Petition* and *Required Documents: Appeal of a Denied Charter Petition*.

Items 1 – 5 constitute a Submission Package; receipt triggers the timeline for County Board action.

Additional Documents: If the petitioner elects to submit a rebuttal to the district board's findings, it must be submitted with the petition. Once the petition is considered to have been received, no additional documents will be considered unless requested by LACOE. Additional information may be requested during the review process, especially if the school is already in operation.

Verification Process

Prior to reviewing a petition, LACOE verifies:

1. The appeal was received within the statutory timelines: (A) The appeal of a denied petition to establish a charter must be received within 180 calendar days of the district's denial action; (B) The appeal of a denied petition to renew a charter must be received within 30 calendar days of the district's denial action unless a written request to extend the 30-day appeal timeline was agreed to by the County Board and the petitioner. The request for an extension must occur prior to the 30th day.

¹ If a district board denies a petition to establish or renew a charter without written findings of fact the County Board will not hear the appeal.

Los Angeles County Office of Education
Charter School Office

2. The submitted petition (including budgets and all supporting documents) is the same one acted on by the local district.
3. The authenticity of petition signatures: (A) Teacher signatories must have been meaningfully interested in and qualified to work at the charter at the time of signature; (B) Parent signatories had children who were or would be eligible to attend the charter; and (C) Signatories had the opportunity to review the petition.
4. The submission complies with statutory and regulatory requirements. If LACOE determines the petitioner has not submitted all required documents, the petitioner will be given the option of withdrawing and resubmitting the petition or informing LACOE that it should complete the review based on documents submitted. LACOE shall inform the petitioner of the applicable statutory and regulatory timelines and permissible extensions of those timelines to support the petitioner in making an informed decision. LACOE submits requests for timeline extensions to the County Board for action.

Review Process

LACOE utilizes a review protocol to evaluate petitions. The protocol is based on the model and standards developed by the California Department of Education (CDE). It has been modified to reflect the County Board as the authorizer.

In the case of a renewal, LACOE will also determine whether the charter school has met at least one (1) of the criteria specified in *EC 47607(b)* and that the petition reflects changes to law since the charter was first authorized or last renewed. When considering a petition for renewal, the County Board will consider the past performance of the school with regard to academics, finance, and operation in evaluating the likelihood of success along with any evidence of future plans for improvement (*California Code of Regulations*, Title 5, section 11966.5(c)(1)).

Capacity Interview

LACOE interviews the governing board and leadership team to help determine if the board has the capacity to govern the school and the leadership team has the background necessary to implement and maintain the charter. Information from the interview is included in the staff report.

Presentations to the County Board (Board Meeting Dates)

The County Board typically considers a petition at two (2) separate regularly scheduled meetings:

1. Public Hearing – Held within 30 calendar days of receipt of a Submission Package. It is the petitioner's opportunity to demonstrate support for the charter and provide an overview of the school's proposed educational program including the school's mission, the educational design and how the proposed school will fulfill the legislative intent of the *Charter Schools Act (EC 47601)*.
2. Staff Report on Findings of Fact and County Board Action – Held within 60 calendar days of receipt of a Submission Package unless both parties agree to an extension of up to 30 days. (The request for an extension must be made prior to the County Board taking a vote to approve or deny the charter petition.) The petitioner may address the County Board, and the County Board may ask questions of LACOE staff and the petitioner.

The County Board typically meets the first three (3) Tuesdays of the month. The County Board calendar is available at <http://www.lacoe.edu/Portals/0/Board/Online%20Calendar.pdf>

Notification

LACOE notifies the petitioner in writing when (1) the Submission Package is received; (2) the date/time of the Capacity Interview are set; and (3) the dates of the Public Hearing, Report, and Board Action are established.

Please review the documents entitled *Notice of Submission: Appeal of a Denied Charter Petition* and *Required Documents: Appeal of a Denied Charter Petition* for further information regarding submitting a petition on appeal.

Petitioners may contact the Charter School Office (CSO) at (562) 922-8806 for additional information.

Los Angeles County Office of Education
Charter School Office

Notice of Submission: Appeal of a Denied Charter Petition

To Establish a Charter To Renew a Charter

Submit form with petition documents

Please print or type

Name of Charter School: International Studies Language Academy

Contact Information:

Name of lead petitioner(s)/relationship to charter school: Gillian Bonacci, Lead Petitioner, Founder
Hilary Stern, Lead Petitioner, Founder

Name of lead contact (if not petitioner): _____

Address: Street 1452 El Miradero Avenue
City Glendale
State/Zip code California, 91202

Telephone number(s): Mobile (GB) 818-730-4413
Office
Mobile (HS) 818-809-6764

FAX number: _____

Email: (GB) gsharp1@pacbell.net
(HS) hilary_stern@hotmail.com

School Information:

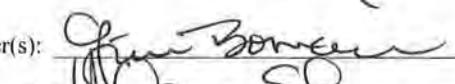
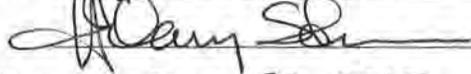
Proposed enrollment: First year: 438 Fully implemented: 1056

Proposed grade levels: First year: TK-7 Fully implemented: TK-8

Proposed opening date: August 8, 2016

Proposed or actual school location/address: Street To be determined.
If more than one site, provide main site here & attach a list of additional site addresses. City
State/Zip code

Notice of Appeal:

Signature of lead petitioner(s): 


Date: Dec. 22, 2015

Los Angeles County Office of Education
Charter School Office

Required Documents: Appeal of a Denied Charter Petition

- To Establish a Charter To Renew a Charter

Submission Package: Submit one (1) set of the following required documents to the LACOE CSO.

Check items submitted and submit this form with petition documents

- 1. Completed and signed *Notice of Submission: Appeal of a Denied Charter Petition* Form
- 2. Completed and signed *Required Documents: Appeal of a Denied Charter Petition* Form
- Table of Contents for Sections I – VII**

Section I

- I.1 Evidence of the school board's action of denial (letter and/or board minutes)
- I.2 School board's written Findings of Fact specific to the denied petition
- I.3 Petitioner's response to Findings of Fact (optional)
- I.4 Evidence the school's governing body approved submission of the petition to the County Board

Section II

- A separate narrative containing a description of changes to the petition necessary to reflect the County Board as the authorizer (e.g., special education, dispute resolution, closure procedures, fiscal reporting). Indicate page numbers and elements of changes. *Do not submit as redline or "track-change" petition.*

Section III

- III.1 Complete copy of charter petition as denied by local school board (verified by the district)
- III.2 All supporting documents to the petition submitted to the district
- III.3 Signature page of interested parents or teachers with complete contact information (not applicable if a renewal petition)

Section IV

- IV.1 Proposed first year operational budget including start-up costs, cash-flow and assumptions as denied by the local district board.
- IV.2 Financial projections for the first three (3) years of operation.
- IV.3 Copies of the three (3) most recent Independent Financial Audit(s) of 501(c)(3) (if applicable).
- IV.4 Fiscal Policies approved by the governing board.
- IV.5 General Ledger for both the non-profit entity holding the charter and the school for the three (3) months prior to petition submission to local district.
- IV.6 Debt Schedule (including total principal, interest due and term of debt).
- IV.7 Bank Statements for the three (3) months prior to petition submission to local district.
- IV.8 CMO Contracts and/or Contracts exceeding \$5,000 annually.

Section V

- V.1 Resumes for the petitioner(s) and members of the Board of Directors (if not included in petition)

Section VI

- VI.1 Bylaws of 501(c)(3) (if school operated as/by a nonprofit and not included in petition)
- VI.2 Articles of Incorporation of 501(c)(3) (if school operated as/by a nonprofit and not in petition)

Los Angeles County Office of Education
Charter School Office

Submission Package (continued)

Section VII

- VII.1 Lease/Rental Agreement(s) or Similar Documents (if not included in petition)
- VII.2 Certificate(s) of Occupancy (if not included in petition)

Directions: Submit all documents simultaneously in a loose-leaf (3-ring) binder with numbered dividers inserted between sections. Copies are to be single-sided. Also submit an electronic copy of items 1 – 2, Table of Contents, and Sections I – VII via CD or Flash Drive. Items 1 – 2 may be combined as one file; Table of Contents and each section shall be submitted as separate files. Submit Section III as three (3) separate files (III.1, III.2, III.3). Submit **Section IV as eight (8) separate files; budgets unlocked spreadsheets.**

Once LACOE verifies that all required documents have been submitted, it will notify the petitioner in writing. The petitioner shall have no less than five (5) working days to submit 20 collated, two-sided (back-to-back), three-hole punched, rubber banded copies of Sections I through VII.

LACOE reserves the right to request additional documents and information as necessary to provide the County Board with a complete understanding of the proposed charter.

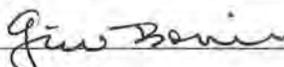
LACOE will conduct a facilities inspection as part of the petition review process or prior to opening, if authorized.

Required Certification

Submission of a petition and this signed document certifies that:

1. The governing board has taken action to approve the submitted petition and budget.
2. The governing board has taken action to approve submission of the petition to the County Board.
3. The governing board and lead petitioner(s) have read, understand, and intend to adhere to the requirements outlined in this document, the *Overview of the Process for Considering a Charter Petition Received on Appeal**; Los Angeles County Board Policies and Administrative Regulations regarding Charter Schools**; and the *Charter School Monitoring and Oversight Memorandum of Understanding (MOU)****.

Printed name of board signatory: Gillian Bonacci

Signature of board signatory:  Date: 12/22/15

Printed name of lead petitioner(s): Gillian Bonacci and Hilary Stern

Signature of lead petitioner(s):  Date: 12/23/15

*Please review the document, *Overview of the Process for Considering a Charter Petition Received on Appeal* or contact the Charter School Office for additional information.

**Los Angeles County Board Policies and Regulations are available at
<http://gamutononline.net/district/lacoe/PolicyCategoryList/2422/0>

***The Charter School Monitoring and Oversight MOU is available at
http://www.lacoe.edu/Portals/0/LACOE/CharterSchools/Monitoring%20&%20Oversight%20MOU_Template%20for%20CSO%20Webpage_March%202013%20SAMPLE.pdf

CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT AGREEMENT

INTERNATIONAL STUDIES LANGUAGE ACADEMY

AND

ACADEMICA CALIFORNIA, LLC

TABLE OF CONTENTS

DUTIES OF SERVICE PROVIDER:	3
1. Recitals	3
2. Engagement	3
3. Duties.....	3
4. Board of Directors Meetings	3
5. Record Keeping	3
6. Bookkeeping.....	4
7. Staff Administration	4
8. Financial Projections and Financial Statements	4
9. Designated Contact Person	5
10. Grant Solicitation.....	5
11. Financing Solicitation and Coordination.....	5
12. Other Funding Sources	5
13. Annual Reporting	5
14. Student Assessment	6
15. School Board Representation	6
16. Governmental Compliance	6
17. Charter Renewal Coordination	6
18. Curriculum Development	7
19. Professional Development.....	Error! Bookmark not defined.
20. School-Site Identification, Expansion, and Development.....	7
21. Systems Development	7
TERM OF AGREEMENT	8
22. Initial Term.....	8
23. Renewal	8
24. Termination	8
COMPENSATION	9
25. Base Compensation	9
26. Additional Services	9
27. Reimbursement of Costs.....	9
28. Incurred Expenses	9
OTHER MATTERS	9
29. Conflicts of Interest	9
30. Insurance and Indemnification	10
31. Miscellaneous	10

CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT AGREEMENT

This Agreement to provide Educational Services and Support to a Charter School is by and between **INTERNATIONAL STUDIES LANGUAGE ACADEMY** (“CharterSchoolCorp”) and **ACADEMICA CALIFORNIA, LLC** (“Service Provider”).

WHEREAS, CharterSchoolCorp has a contract (“Charter”) with Los Angeles County Office of Education (“Sponsor”) to operate a charter school, known as International Studies Language Academy (“School”);

WHEREAS, the School is governed by the Board of Directors of the CharterSchoolCorp (“Board”);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing, and school operations;

WHEREAS, CharterSchoolCorp desires academic support and related services to ensure that its School is operated in accordance with the requirements of its Charter and the requirements of applicable Federal and State laws, as well as the requirements of local, municipal and/or county ordinances which may be applicable to the operation of the School;

WHEREAS, Service Provider is an educational service provider established to provide professional services and related support to public charter schools;

WHEREAS, it is Service Provider’s mission to support that the vision of the Board is faithfully and effectively implemented;

WHEREAS, it is Service Provider’s duty to implement the vision of the Board, supporting the autonomy and governing authority of the Board and the Board’s duty to make all decisions and direct Service Provider to act accordingly on the Board’s behalf.

WHEREAS, Service Provider’s officials are familiar with governmental agencies and requirements needed to establish and operate public charter schools as well as requirements of the Charter, State and Federal authorities, and the local municipal and/or county government(s) which may be applicable to the operation of the School;

WHEREAS, Service Provider’s officials are familiar with the various local, state and/or federal funding sources for charter school programs and have successfully obtained grants and other forms of revenue and financing for various charter school programs;

WHEREAS, Service Provider works with a network of charter schools and asserts the benefits to establishing charter school cooperatives and sharing best-practices and resources, including methods of reporting, recordkeeping and accountability systems; and

WHEREAS, CharterSchoolCorp and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide academic support services and related administrative services to the School at the direction and to the extent instructed by the Board;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. **Recitals:** The foregoing recitals are true, correct and incorporated herein by this reference.
2. **Engagement**
CharterSchoolCorp engages Service Provider to provide support and administrative services to School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement (“Agreement”).
3. **Duties**
At the direction of the Board, Service Provider will coordinate the educational and administrative services required to support the School. In connection therewith, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with Board and School policies and procedures, the Charter, and with applicable State and Federal rules and regulations. If instructed by the Board, Service Provider’s services may include, but not be limited to: identification of potential school-sites; assistance with staff recruitment; assistance with human resource coordination; regulatory compliance; legal and corporate upkeep; and assistance with the maintenance of the records of the School and CharterSchoolCorp as well as bookkeeping, budgeting and financial forecasting. The Board will review recommendations made by Service Provider and act upon them in the manner the Board decides.
4. **Board of Directors’ Meetings**
Service Provider will assist in the coordination of and attend the meetings of the Board. Unless otherwise instructed by the Board, Service Provider shall post the agenda and maintain the minutes and records of those meetings to comply with the requirements of the Brown Act, the Charter, and the Board’s Bylaws regarding such agenda postings, meetings, and recordkeeping.
5. **Recordkeeping**
Service Provider will maintain the records of the School at the location designated by the Board, and in compliance with Federal, State, Sponsor, and Charter requirements for recordkeeping. In addition, Service Provider will coordinate training and provide support to designated School staff for student and school recordkeeping through its designated Management Information Services (MIS) program(s) and proper

training regarding pupil and public records. Service Provider will provide support to designated School staff and coordinate data reporting to California Longitudinal Pupil Achievement Data System (CALPADS), shotsforschools, California Basic Educational Data System (CBEDS), Civil Rights and Diversity Compliance (CRDC), Child Nutrition Information and Payment System (CNIPS), and California State Teachers' Retirement System (CalSTRS).

6. Bookkeeping

At the direction of the Board, Service Provider will coordinate with the accounting firm(s) selected by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting, recordkeeping, and audits as may be required by Federal, State, Sponsor, and or Charter guidelines.

7. Staff Administration

At the direction of the Board, Service Provider will assist the Board in the identification, advertising activities, and or recruitment efforts of qualified administrators, teachers, paraprofessionals, and other staff members and education professionals for positions at the School for employment by CharterSchoolCorp. The Board will make all hiring decisions in its discretion and in accordance with law. All applicants hired by the Board shall be School employees and will not be employees of the Service Provider. Accordingly, said employees may only be removed, dismissed, or transferred by Board approval. Service Provider may, at the direction of the Board, assist in the preparation of employment contracts and employee evaluation instruments for review and approval by the Board. Service Provider may propose a professional employer organization to the Board which can perform the human resource outsourcing services for the School. If the Board, in its discretion, approves a human resource outsourcing provider, Service Provider will assist in the coordination of these services.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets, financial forecasts, and other financial reports for the Board's review. The School will utilize the standard state codification of accounts as contained the California School Accounting Manual and Standardized Account Code Structure, and or shall utilize GAAP Accounting and or other applicable guidelines, at the direction of the Board, as a means of codifying all financial transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board will adopt fiscal policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements, as required, to be delivered to the Sponsor, and which will include a statement of revenues and expenditures and changes in fund balances in

accordance with generally accepted accounting principles. CharterSchoolCorp will provide the Sponsor with annual audited financial reports as required by State law and the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books, and records to the auditor for review in connection with the preparation of said reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by object.

9. Designated Contact Person

The designated contact person of Service Provider shall be the Chief Executive Officer of Academica California, LLC (currently David Calvo).

10. Grant Solicitation

In consultation with the Board, and with Board approval, Service Provider will solicit grants available for the funding of the School from the various government, private, and institutional sources which may be available. Such grants may include, but are not limited to federal grants programs and various continuation grants available for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

If directed by the Board, Service Provider will coordinate the solicitation of the Charter School Facility Grant Program (Senate Bill 740) funds, if eligible, from the California School Finance Authority. Service Provider will assist in the development and submission of the Consolidated Application (ConApp). Similarly, as directed by the Board, Service Provider will coordinate the solicitation of other available Federal, State, or local government funds earmarked for schools and/or facilities development, improvement, or acquisition, as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reports and Plans

Service Provider will provide support to designated School staff and coordinate the development and monitoring of the Local Educational Agency Plan, Single Plan for Student Achievement, School Accountability Report Card, and Local Control Accountability Plan as required by applicable State law and

the Charter. At the direction of the Board, Service Provider may support School leadership to prepare for the Sponsor's annual oversight visit and prepare other plans or reports as may be required from time to time, such as the Western Association of Schools and Colleges (WASC) Self-Study Report. At the direction of the Board, Service Provider may coordinate and retain on behalf of the School, other professionals to assist in the development, monitoring, evaluation, and or revision of said plans.

14. Student Assessment

At the direction of the Board, Service Provider may coordinate a student assessment methodology, independent from State and or Sponsor required assessments, and retain on behalf of CharterSchoolCorp professionals to administer and or evaluate results. If said assessment(s) is requested by the Board, Service Provider will solicit proposals and provide the Board with the same.

15. Governing Board Representation

At the direction of the Board, Service Provider may serve as primary liaison with the Sponsor and its officials on behalf of the School. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

At the request of the Board, Service Provider will assist the Board's compliance with State regulations and reporting requirements of the School including any disclosure requirements and or fulfillment of board requirements, such as Form 700 – Statement of Economic Interests as required by the California Fair Political Practices Commission. Service Provider will assist the CharterSchoolCorp in its compliance with its Sponsor and Charter, a copy of which is incorporated herein by reference. At the direction of the Board, Service Provider may solicit and procure on behalf of the School, elements necessary for compliance, such as food service providers and applicable insurance policies. Service Provider may assist the Board in the development of Board policies enabling compliance with Federal, State, and Charter requirements. At the direction of the Board, Service Provider may support School leadership preparation for regulatory audits such as food service compliance audits.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider will coordinate with the Sponsor and assist the Board and School in the renewal of its Charter on a timely basis. On behalf of, and with the direction of the Board, Service Provider will negotiate the terms of the renewal Charter with the Sponsor, and will provide the Board with notice of and will seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the Sponsor.

18. Curriculum Development

At the direction of the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable Federal, State and or local laws and regulations. All curricula shall be approved by the Board prior to use.

19. Professional Development

Service Provider will provide support to School leadership and coordinate regulatory professional development activities such as bloodborne pathogens, workplace harassment, and child abuse mandated reporting training to respectively meet the requirements of Occupational Safety and Health Administration (29 CFR 1910.1030(g)(2)), California's Department of Fair Housing and Employment, and Child Abuse and Neglect Reporting Act (CANRA). At the direction of the Board, Service Provider may coordinate and retain on behalf of the School, additional professional development services.

20. School-Site Identification

At the direction of the Board, Service Provider shall coordinate with the Board for the purpose of identifying CharterSchoolCorp's school-site needs from year-to-year. In connection therewith, Service Provider shall assist the Board in identifying potential school sites or in the potential expansion of existing sites. Service Provider may identify and solicit investors to acquire and or develop school sites for lease or use by CharterSchoolCorp. Where such investors are related to Service Provider or its principals, such relationship will be disclosed to the Board. At the direction of the Board, Service Provider shall recommend qualified professionals, who the Board may retain, in the fields of school design, architecture, and engineering, as well as professionals in the areas of development and construction, for the expansion, design, development, and/or construction of new and or existing school sites.

21. Systems Development

For the benefit of and at the direction of the Board, Service Provider will identify and develop a school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services. At the direction of the Board, Service Provider will coordinate with professionals retained by the CharterSchoolCorp for the Schools and Libraries Program of the Universal Service Fund (E-Rate), if eligible.

TERM OF AGREEMENT

22. Initial Term

Unless otherwise terminated as provided in Section 24 herein, the term of this Agreement shall coincide with the Charter term, commencing _____, 2016 through _____, 2021. The Commencement Date shall be deemed to be _____ of the initial year of the Agreement, although the parties recognize that Service Provider has provided services to the Board in connection with the School and Charter before this date.

23. Renewal

At the expiration of the term, and unless terminated by the Board, the terms of this Agreement shall be renewed along with any renewals to this Agreement. Service Provider agrees to renew this Agreement at CharterSchoolCorp's option on the then-current terms and conditions unless there has been an uncured material breach hereunder by CharterSchoolCorp, after 60 days' written notice of such breach and demand for cure, or unless CharterSchoolCorp has given at least 90 days' notice that this Agreement will not be renewed.

24. Termination

- A. In the event of a breach of this Agreement by either party, the non-breaching party shall give the other party written notice of such breach and sixty (60) days to cure such breach from the date of giving such notice to Service Provider. "Breach" shall be defined as a material breach of this Agreement by Service Provider or CharterSchoolCorp; the failure of Service Provider to provide educational support and related services sufficient to operate the School in a manner that complies with the standards of the Sponsor; any debarment of or similar action against Service Provider by any governmental entity; or any action or conduct by Service Provider or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of moral turpitude or any felony) or that may endanger or materially lessen the safety of students.
- B. If the Sponsor terminates or materially changes its Charter with the Board for the operation of School, the School or Board and Service Provider may upon thirty (30) days written notice terminate that portion of this Agreement without penalty or liability of any kind to either party.
- C. Either party may terminate this Agreement at any time and for any reason, irrespective of cause, upon providing the other party 90 days' notice of termination. In the event of termination of this Agreement for any reason, the compensation to be paid by CharterSchoolCorp to Service Provider under this Agreement shall be prorated.

COMPENSATION

25. Base Compensation

CharterSchoolCorp shall pay Service Provider a service fee of five hundred fifty dollars (\$550) per student per annum during the term of this Agreement. The fee shall be payable in monthly installments, provided that CharterSchoolCorp shall have no obligation to pay such fee before receiving funding from the Sponsor or the State of California, in which event the monthly installments shall accrue until funding is received. The service fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Average Daily Attendance (ADA) funding provided to the school under the law, whichever is less, but in no event shall any adjustment reduce the service fee below the initial level of five hundred fifty dollars (\$550) per student.

26. Additional Services

Service Provider may provide additional services not covered under this Agreement to the Board as requested by the Board, subject to Board approval. This may include services that are not within the regular course of operating a School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of CharterSchoolCorp, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

27. Reimbursement of Costs

Service Provider may be reimbursed for actual costs incurred in connection with travel, lodging, and meals, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such costs.

28. Incurred Expenses

Pursuant to this Agreement between the Board and Service Provider, Service Provider, in its discretion, may defer some or all of the service fees and or costs for additional services and or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

29. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest guidelines prescribed in the Charter and Board policy. In addition, if there exists some relationship between Service Provider, its officers, directors or principals and any other

person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

30. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board and naming Board as additional insured. In the event School shall, without fault on its part, be made a party to any litigation commenced by or against Service Provider, whether founded in tort, contract, or otherwise, then Service Provider shall protect and hold School harmless and shall pay all costs, expenses, and attorney's fees incurred by School in connection with such litigation, including any appeals. School shall carry liability insurance and indemnify the Service Provider for acts or omissions of School. School agrees to provide, upon request of the Service Provider, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Service Provider, and naming Service Provider as additional insured. In the event Service Provider shall, without fault on its part, be made a party to any litigation commenced by or against School, whether founded in tort, contract, or otherwise, then School shall protect and hold Service Provider harmless and shall pay all costs, expenses, and attorney's fees incurred by Service Provider in connection with such litigation, including any appeals. Notwithstanding the above, nothing in this provision shall operate to release either the Service Provider or the School from its own affirmative duties with respect to this Agreement.

31. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, earthquake, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

- (3) Neither party shall assign this Agreement without the written consent of the other party.
- (4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.
- (5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.
- (6) This Agreement is not intended to create any rights of a third party beneficiary.
- (7) This Agreement is made and entered into in the State of California and shall be interpreted according to and governed by the laws of that State. Any action arising from this Agreement, shall be brought in a court in Los Angeles County, California.
- (8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.
- (9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:
- | | |
|---|---|
| Academica California, LLC
8730 Sunset Boulevard, Suite 270
West Hollywood, California 90069
Attn: David Calvo, CEO | International Studies Language Academy
10401 Margate Street
North Hollywood, California 91601
Attn: Gillian Bonacci, Board Chair |
|---|---|
- (10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.
- (11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.
- (12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of International Studies Language Academy held on the seventeenth day of December 2015. At that meeting, the undersigned Director of Los Angeles Academy of Arts and Enterprise was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

INTERNATIONAL STUDIES LANGUAGE ACADEMY

By: _____
Gillian Bonacci
Board Chair

Date: _____

ACADEMICA CALIFORNIA, LLC

By: _____
David Calvo
Chief Executive Officer

Date: _____

International Studies Language Academy

Forms

PCSGP Application Component Checklist

The following forms must be included as part of the Public Charter Schools Grant Program (PCSGP) application. Please type initials by each form after completion and compile the application packet in the order provided below. These forms can be downloaded from the California Department of Education PCSGP Request for Application Web page at <http://www.cde.ca.gov/fg/fo/r1/pcsgp15rfa.asp>.

Important: Enter the school name in the document header to ensure that all pages of the application can be traced back to the same application package.

Include this completed checklist in the application packet.

Initial	Form	Page Limit	Required in Application?
HS <i>JK</i>	Application Checklist	1	Required
HS <i>JK</i>	PCSGP Form 1 Application Cover Sheet (The Primary Applicant must sign in blue ink)	N/A	Required
HS <i>JK</i>	PCSGP Form 2 Narrative Response–Part 1	15 Pages	Required
HS <i>JK</i>	PCSGP Form 3 Narrative Response–Part 2	4 Pages	Required If Applicable
	PCSGP Form 4 Budget Instructions	N/A	No – for local reference
HS <i>JK</i>	PCSGP Form 5 Proposed Budget Summary	N/A	Required
HS <i>JK</i>	PCSGP Form 6 Proposed Budget Narrative	N/A	Required
HS <i>JK</i>	PCSGP Form 7 Charter School Work Plan/Activities	15 pages	Required
	PCSGP Form 8 Object of Expenditure Codes	N/A	No – for local reference
	PCSGP Form 9 General Assurances and Certifications	N/A	No – retain local copies
	PCSGP Form 10 Sub-grant Conditions Assurances	N/A	No – retain a local copy
HS <i>JK</i>	STD 204 State of California – Department of Finance Payee Data Record	1	Required

International Studies Language Academy

PCSGP Form 1—Application Cover Sheet

**Public Charter Schools Grant Program (PCSGP)
Application for Funding**

APPLICATION RECEIPT DEADLINE

**Applications must be delivered to the Charter Schools Division (not postmarked)
by
November 24, 2015, 12:00 p.m. (noon)**

Submit to:
Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814-5901

NOTE: Please type all information.

Charter School Information		
Charter School Name International Studies Language Academy		
Name of Non-Profit Entity Applying for the PCSGP Planning and Implementation Grant International Studies Language Academy		
Address 10401 Margate Street		
City North Hollywood	Zip Code 91601	
County Los Angeles	County District School (CDS) Code To be determined	
Telephone Number 818-730-4413	DUNS Number (mandatory field) 080053160	
Charter Authorizing Agency Name Glendale Unified School District, Los Angeles County Office of Education, or State Board		
SBE Charter School Number To be determined	School Grade Levels K-8	Charter School Approval Date To be determined
Is your school managed by a CMO? If yes, note the name of the CMO below. If no, leave blank.		
School Opening Date August 8, 2016		Proposed Enrollment 438 opening year; 1056 at capacity
<input checked="" type="checkbox"/> School Type: <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Non-classroom		<input checked="" type="checkbox"/> Newly Established School <input type="checkbox"/> Conversion School

International Studies Language Academy

PCSGP Form 1—Application Cover Sheet (Page 2 of 3)

Have any of the principal parties submitting this application been involved in the development or operation of any other charter school(s) and received a PCSGP award? If so, please list the school(s) below.		
School(s) Name	Charter Number	Beginning and End Dates of PCSGP Grant(s)
Not applicable		

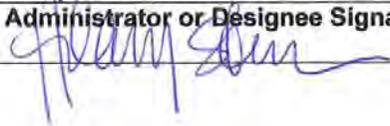
Primary Applicant Information		
First Name Hilary	Last Name Stern	
Title Co-Lead Petitioner		
Address 1452 El Miradero Avenue		
City Glendale	State CA	Zip Code 91201
Telephone Number 818-809-6764	Fax Number Not applicable	E-mail Address hilary_stern@hotmail.com

Charter Developer Information		
First Name Gillian	Last Name Bonacci	
Title Co-Lead Petitioner		
Address 10401 Margate Street		
City North Hollywood	State CA	Zip Code 91601
Telephone Number 818-730-4413	Fax Number Not applicable	E-mail Address gsharp1@pacbell.net

International Studies Language Academy

PCSGP Form 1—Application Cover Sheet (Page 3 of 3)

Grant Award Information (indicate amount requested in the appropriate box below)		
The charter school is non-classroom based and eligible for funding up to \$250,000. \$ _____	The charter school is classroom based and eligible for funding up to \$375,000. \$ _____	The charter school is classroom based and eligible for a higher sub-grant award amount, up to \$575,000; or The charter school is non-classroom based and eligible for a higher sub-grant award amount, up to \$375,000. \$ 575,000 _____ Higher sub-grant award applicants must complete and include Form 3.

Certification, Assurance, and Signature Section	
<p>CERTIFICATION/ASSURANCE: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the Federal Charter Schools Program, and I agree to comply with all requirements as a condition of funding.</p> <p>I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.</p>	
Printed Name of Administrator or Designee Hilary Stern	Telephone Number 818-809-6764
Administrator or Designee Signature (Blue Ink) 	Date November 23, 2015

PCSGP Form 2—Narrative Response—Part 1

(Required)

Please respond to the areas using single-spaced, 12-point Arial font, and one-inch margins. The page limit for this section is **15 pages (excluding the instructions page)**. When responding to the narrative areas, applicants should provide a thorough response that addresses **all** components of each area. Refer to Narrative Response Requirements on page 17 of the RFA, and the PCSGP Rubric, Appendix A.

1.	<p>Educational Program (Required)</p> <p>Response:</p> <p>International Studies Language Academy (ISLA) is replicating two existing successful programs. 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 middle school, the percentage decreases to 25/75.</p> <p>The grades K-5 elementary program will follow the 90/10 two-way dual language immersion model at Benjamin Franklin Magnet School (Glendale). Franklin offers immersion programs in French, German, Italian, and Spanish. Franklin’s annual waiting list is at least five times the number of students desiring entry into the program.</p> <p>The grades 6-8 middle school program will follow the program currently being implemented at International Studies Charter (middle and high schools) in Miami, which serves grades 6-12. International Studies offers both acquisition and immersion programs in French, Italian, and Spanish. The International Studies charter schools have consistently earned an “A” - the highest possible ranking - by the Florida Department of Education’s school performance evaluation system. Most recently, International Studies was just awarded a Blue Ribbon in November 2015.</p> <p>The design of ISLA provides an option for late entry acquisition (at the middle school level) and provides an additional elementary program needed to create the critical mass necessary to develop a middle school immersion program in the southern Glendale community. ISLA anticipates Franklin’s students will apply to the middle school program at ISLA.</p> <p>Beyond alignment to Common Core and other applicable standards, ISLA’s educational program is aligned to the International Baccalaureate (IB) framework that includes second language acquisition and dual language immersion integrated within the regular school day. Once available, ISLA intends to seek IB candidacy. ISLA’s curriculum will prepare students for a competitive, globalized, interconnected, and technologically-advanced future by demanding high standards.</p>
----	--

The benefits language immersion programs 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).

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). 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. 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."

The educational program meets the needs of all students, including 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.

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 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). 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.

ISLA'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 regrouping intervention time blocks, gifted students are provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs.

ISLA will serve students in grades K-8 and anticipates that the majority of its enrollment will come from the target location in southern Glendale within the "triangle" formed by the intersections of State Route 134/Ventura Freeway, State Route 2/Glendale Freeway, and Interstate 5. Each of the schools in this

community serve high indices of demographics commonly associated with struggling learners. ISLA fully anticipates it will serve a study body that is reflective of the demographics and community it will serve. Detailed information on the 15 elementary and middle schools in the target community and the average projected student demographics is provided on Form 3.

ISLA 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). Element 2 of ISLA's petition addresses how ISLA will meet the eight state priorities. The three foci, which are aligned to the LCAP include: 1) Conditions of Learning; 2) Pupil Outcomes; and 3) Stakeholder Engagement. The eight state priorities are addressed within those three foci. 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. ISLA's LCAP will be established during the first year of operation through a stakeholder driven consultation process that includes parents, teachers, students, and community members.

Overview of Element 2 - Meeting the 8 State Priorities at ISLA

State Priority 1: Basic Services

ISLA Goals: 1) 100% compliance in teacher assignments; 2) 100% of students will have access to Standards-aligned instructional materials; 3) 100% compliance with school facilities and safety compliance checks; 4) 70% of parents and families will respond positively to facilities questions on climate survey, with growth in positive responses each year.

State Priority 2: State Standards

ISLA Goals: 1) 95% Participation in State testing (SBAC); 2) The achievement 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, with the goal of meeting or exceeding similar schools proficiency rate by the third year in the program.

***State Assessments:** 1) Students will demonstrate progress toward meeting and exceeding learning goals through their performances on a variety of assessments, including statewide assessments such as SBAC, CELDT/ELPAC, CAASPP Science, and PFT.*

***Other Assessments:** 1) ISLA will also develop internal common core and state standards-aligned summative assessments. Other assessments 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). Furthermore, assessments will drive and inform instruction, professional development will be provided to further support academic achievement, and ISLA will provide access to CCSS-aligned curriculum for all students.

State Priority 3: Parental Involvement

ISLA Goals: 1) Hold minimum of 5 parent events per year and track parent participation; 2) Establish English Learners Advisory Committee (ELAC) with 50% parent membership, meet minimum of two times per year; 3) Establish a School Site Council (SSC). Hold minimum of 4 SSC meetings per year; 4) Establish PTA, hold a minimum of quarterly PTA meetings; 5) Send regular parent communication: newsletters, call outs, etc; 6) Provide secured, digital access to Student Information System (SIS) for grade checks; 7) Host a minimum of 4 town hall meetings in the development of LEAP, LCAP, SPSA, and WASC School plans.

State Priority 4: Pupil Achievement

ISLA Goals: 1) Establish baseline performance on all assessments, conduct benchmarking; 2) Analyze all applicable subgroup performance (ELLs, Socio-economic, racial, gender, foster youth, homeless, gifted, SPED); 3) Provide teachers professional development on CCSS-aligned instruction and SDAIE strategies; 4) Ensure there is differentiated instruction, and that lesson plans and pacing guides are CCSS-aligned; 5) Administrative walkthroughs, informal observations, formal observations; 6) Individual growth plans for teacher; 7) Curriculum and other materials CCSS-aligned; 8) Active use of RtI and PBIS to encourage struggling learners

State Priority 5: Pupil Engagement

ISLA Goals: 1) Climate survey will yield positive results; 2) Full implementation of RtI and PBIS; 3) ADA of 95% or greater; 4) Grade level promotion rate that meets or exceeds comparable schools; 5) Truancy rates lower than comparable schools.

State Priority 6: School Climate

ISLA Goals: 1) Suspension and expulsions will be at a rate of 1% or less; 2) Implement Positive Behavior Intervention and Support (PBIS) and Response to Intervention (RtI); 3) Annual school climate survey will yield positive results on questions regarding school safety and connectedness.

State Priority 7: Course Access

ISLA Goals: 1) ISLA 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; 2) All students will have access to a broad course of study Literacy, Languages Other than English, English Language Development, Math, Social Science, Science, Physical and Health Education, Visual and Performing Arts, and design.

State Priority 8: Other Pupil Outcomes

ISLA Goals: 1) Implement a program that supports two-way immersion learning and work toward grade level proficiency in both languages by third year of enrollment in program.

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), and once available; and the Physical Fitness Testing (PFT). Instruments to measure student growth in the target languages may include: Aprenda 3, Duolingo, Early Language Listening and Oral Proficiency Assessment (ELLOPA), and Foreign Language Oral Skills Evaluation Matrix (FLOSEM).

Measurable student outcomes will correlate to Common Core and California Content standards, as measured by statewide, standardized assessments, and teacher developed instruments.

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 principal is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors.

ISLA will utilize a variety of assessments in order to inform instruction and facilitate student 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. Assessment will be ongoing and organized in the following sequence: Pre-assessment - Formative Assessment - Summative Assessment -Benchmark Diagnostic Assessment.

ISLA's principal and faculty will develop and implement an effective progress reporting system and grading policy. 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. Findings from the audit will inform reforms to the educational program.

The governing board will evaluate the principal at least annually. Teachers and classified staff 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 considered in teacher evaluations include: student achievement (at least one third of the evaluation); fulfillment of responsibilities as enumerated in the job description; fulfillment of California Standards for the Teaching Profession; creation of a classroom atmosphere aligned to the Coalition of Essential Schools principles; follow-through from informal observation feedback and constructive criticism; and

	<p>stakeholder feedback from the school climate survey.</p> <p>If an evaluation reveals unsatisfactory job performance, a conference will be scheduled to develop a written action plan detailing recommendations for improvement. If an employee disagrees with an evaluation, a written objection may be appended to the review. Teacher evaluation outcomes will be aggregated and will inform schoolwide professional development activities.</p> <p>ISLA will utilize 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. ISLA will utilize the <i>Coalition of Essential Schools' 10 Common Principles</i> as an infrastructure for how learning best occurs, maximizing learning, and student achievement in the school community.</p> <p>To effectively execute ISLA's educational program in educating a diverse student population, 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; Scaffolding; Inquiry-Based Learning; Project-Based Learning; Information Processing Strategies; Cooperative Learning; Identifying similarities and differences; and Arts Integration.</p> <p>Data will be continuously used to manage and improve instruction. Details on data usage and system is further described below in the Charter Management Plan and Targeted Capacity Building Activities sections.</p>
2.	Charter Management Plan (Required)
	<p>Response:</p> <p>International Studies Language Academy governance structure is in accordance with its Bylaws and Articles of Incorporation. International Studies Language Academy, Inc., a California Nonprofit Public Benefit Corporation, is the legal entity that founded and operates International Studies Language Academy. The corporation is managed by its board of directors ("Governing Board"), tasked with the responsibility for the fiscal affairs and management of the school and for continuing oversight of all school operations. The Governing Board implements policies to promote effective school operations and proper management of public funds.</p> <p>ISLA will operate autonomously but closely with its authorized public chartering agency.</p>

The authorizer may charge for the actual costs of supervisorial oversight of ISLA not to exceed 1% of ISLA's revenue. In the event that any administrative services will be provided by the authorizer, 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.

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 ISLA, or for claims arising from the performance of acts, errors, or omissions by ISLA, if the authority has complied with all oversight responsibilities required by law.

As earlier stated, appropriate insurance coverages will be acquired. The authorizer shall be named as an additional insured on ISLA's general liability policy. Moreover, ISLA 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 governing board determines the academic direction and oversees all school operations. It is the governing board's role to review, amend and establish new policies for the effective oversight of the school's operations at each regularly scheduled board meeting.

The school administrator, as the instructional leader, is responsible for all aspects of day-to-day administration of ISLA within the scope of the board's operating policy and in compliance with authorizer, state, and federal guidelines. At every meeting, the principal reports to the board on all academic, operational and fiscal matters. The governing board is also responsible for conducting formal administrator evaluations annually (mid-year and end-of-year review).

ISLA will engage with Academica, to provide educational services and support. 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.

Board Member Roles and Responsibilities

The Board's role, includes but is not limited to, ensuring that International Studies Language Academy's academic program is successful, that the school's program are faithful to the terms of its charter, and that the school is a viable organization.

The roles and responsibilities of the ISLA Board, as further outlined in the bylaws, include but are not limited to the following: 1) Determine the mission and purpose of ISLA and keep it clearly in focus; 2) create and periodically review the mission statement; 3) Understand and support the mission statement; 4) Select the principal; 5) Support and review the performance of the principal; 6) Ensure effective organizational planning; 7) Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan. 8) Ensure adequate resources; 9) Approve fundraising

targets and goals. 10) Assist in carrying out the development plan; 11) Make an annual gift at a level that is personally meaningful; 12) Manage resources effectively; 13) Determine, monitor and strengthen the programs and services; 14) Enhance ISLA's public standing; 15) Serve as ambassadors, advocates and community representatives of the organization; 16) Approve goals of an annual public relations program; 17) Ensure legal and ethical integrity and maintain accountability; 18) Recruit and orient new board members and assess board performance.

Development Team and Founding Board

ISLA is 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.

The ISLA Board will consist of at least three (3) directors, with a maximum of twenty (20) directors as stated in the Bylaws. 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 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. 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.

The Board will evaluate and monitor ISLA throughout the school year. The Board will solicit stakeholder feedback at Board meetings, yearly school climate survey, and other evaluations throughout the year. This data will be evaluated by the Board to determine needed programmatic changes.

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.

Teachers will analyze student data and performance to inform instruction, ensuring that all students are achieving academically and receiving the appropriate services within the context of curriculum delivery and instruction. Ongoing communication between families and ISLA will limit opportunities for students to fall behind.

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.

	<p>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.</p> <p>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 ISLA, including student programs, teacher professional development, and responses to interventions.</p>
<p>3.</p>	<p>Community and Parent Involvement (Required)</p>
	<p>Response:</p> <p>The charter development team is parent led and has been parent inclusive since the beginning. 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.</p> <p>ISLA's governance is designed to reflect the best practices existing in effective, high performing, college-preparatory K-12 institutions. The governing board will have active parent representatives and from the community at large who bring relevant and diverse skills and expertise. ISLA will comply with the Brown Act.</p> <p>Many of the governing board members will enroll their child(ren) at ISLA. Other parents can get involved with ISLA's governance 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.</p> <ul style="list-style-type: none"> ● Evaluation and Monitoring Procedures. The board will evaluate and monitor ISLA throughout the school year. The Board will solicit stakeholder feedback at Board meetings. 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. ● 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 with ISLA's governance. Foreign language interpreters will be made available upon request. ● Board Meeting Minutes. Board actions will be memorialized in meeting minutes, which shall be duly approved by the Board at a subsequent meeting, and notwithstanding other laws to the contrary, will be made public. Meeting minutes will be signed by the Board Secretary and maintained at

	<p>the school's main office. All Board meetings will be open to the public and foreign language interpreters will be made available upon request.</p> <p>Other opportunities for stakeholder engagement include the following:</p> <ul style="list-style-type: none"> ● Coffee with the principal. Monthly meetings provide 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 and evaluated. ● 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 ISLA's needs assessment, implement the school's annual language census, and help increase awareness for parents. <ul style="list-style-type: none"> ○ 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. The parent teacher association will enhance and maximize the educational experience of every child enrolled by: 1) Promoting open communication and understanding between parents and staff; 2) Sponsoring assistance to teachers in classroom settings; 3) Holding fundraisers for supplemental educational materials and experiences; 4) Supporting school and family social interaction; and 5) Providing a non-biased forum for sharing information on issues that impact students.
4.	<p>Sustainability and Alignment of Resources (Required)</p>
	<p>Response:</p> <p>The sustainability plan includes conservative projections. The fiscal plan will be analyzed and adjusted regularly to ensure continued viability. As ISLA's enrollment grows, the school will become more sustainable because of economies of scale. Projected state and federal funding will be sufficient to cover operational expenses once the school is running. Additionally, the sustainability plan includes the creation of a reserve fund and an affiliation fund with International Studies Charter School primarily to develop the capacity of the school's management team (administrators and Board of Directors), and the teaching staff. PCSGP funds will be used to procure materials and services that will support the implementation of the educational program and management structure and will be used as part of the start-up of the school. Funds from other federal programs (such as Title I and Title II) will be used in the on-going running and maintenance of supplemental school programs in accordance with the applicable regulations. The preliminary budget was developed with a conservative stance and did not include expected revenues such as Title 1 and SB 740 to ensure the fiscal viability and sustainability of the school.</p> <p>The school's continued operations are designed to be self-sufficient beyond the</p>

	<p>three year grant period. For example, curriculum and professional development expenses will be covered in the basic funding formula for instructional materials and the professional development of the teachers. The ISLA Board and principal will prepare budget forecasts for expansion of school operations, curriculum, and facilities and realign the strategic plan for recruitment of future students.</p> <p>The school administrator shall prepare estimated budgets using anticipated future enrollment prior to the beginning of the fiscal year. Enrollment is closely monitored in order to make sure that appropriate master schedules and hiring decisions remain within budgetary constraints. Actual budget reports will be prepared, and later discussed at governing board meetings.</p> <p>The Governing Board reviews and approves the preliminary annual budget prior to the beginning of the fiscal year. The principal manages the day-to-day operations and site-based finances, including expenditures and receivables and will seek prior approval from the Board for expenditures over a pre-approved amount in accordance with Board policy. The educational services and support provider reports at least quarterly to the Governing Board on the progress of the site-based budget. The school will maintain internal controls for its account, both operational (state), grants (federal and state) and internal accounts. The board will establish internal accounting procedures pertaining to receivables and disbursements; open an operating bank account and school fundraising account with an FDIC insured institution; require that all checks over a pre-approved threshold have dual authorized signatures and conduct physical property inventories at the beginning and end of each school year.</p> <p>The governing board shall review financial statements and operating budgets at its public board meetings. Financial reports, including a balance sheet and statement of revenue, and expenditures and changes in fund balance shall be reviewed at board meetings.</p> <p>Amid the many benefits in receiving these grant funds, ISLA will be able to assist minority and economically disadvantaged students in gaining equal access and exposure to a vast and all-encompassing curriculum, bringing them to equal footing with their contemporaries; and planting in them the seed for postsecondary pursuits as early as the elementary grades, thereby creating potential for a break in the cycle of poverty.</p> <p>The use of sub-grant funds will be used in conjunction with other federal programs, such as those stated as follows. 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.</p> <p>An operational budget for the first three years of the charter term has been developed, submitted with the charter petition, ensuring fiscal viability and sustainability.</p>
5.	Targeted Capacity Building Activities (Required)

<p>Response:</p> <p>Professional development activities will be available to ISLA stakeholders ranging from board members to classified staff. Board member training will include Brown Act, Political Reform Act, Government Code 1090, nonprofit integrity standards, authorizer’s charter school policies, and regulations regarding ethics and conflicts of interest. Governance and fiscal management training will be provided in year one. Governing Board members and applicable staff will annually file a Statement of Economic Interests (Form 700) with Los Angeles County Office of Education.</p> <p>ISLA will promote, support and cultivate the preparation and competence of teachers through ongoing high-quality professional development. Teachers will be expected 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. ISLA will provide immersion training to teachers to enable its educational program success.</p> <p>Professional development is key to the success of faculty and staff. ISLA’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.</p> <p>Coaching</p> <p>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 differentiating 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. 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.mandatedreporterca.com.</p> <p>Common Planning and Professional Learning Communities</p> <p>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. 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. Allocated monthly planning time will foster professional learning communities (PLCs) which enables educators to join forces to promote</p>
--

	<p>ongoing growth and development.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>An outline of the professional development plan for the first year may include topics such as: 1) New teacher orientation: collaboration, PLCs, ISLA's vision and mission and other relevant charter components, building school culture, language development strategies; 2) Safety Protocols: emergency response, school wide rules, mandated reporting, PBIS; 3)Regulatory training: child abuse, blood borne pathogens, first aid and CPR Training, relevant school plans, California Standards for the Teaching Profession, state priorities; 4) Support: Response to Instruction and Intervention (RtI²), SPED compliance (accommodations and modifications); 5) 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 6) Discipline Guidelines: promoting student engagement and a positive learning environment through appropriate classroom management. Additional data processes are further detailed in Charter School Management Plan above.</p>
6.	<p>Autonomy (Required)</p>
	<p>Response: ISLA's governing board of directors will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the governing board, including the development of policies and procedures that promote the effective operation of the school and includes clearly defined lines of authority, relationships, and accountability.</p> <p>The governing board is autonomous in its governance, operations, staffing, and financial decisions. The governing board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. Additional information on the governing board is provided in the Charter School Management Plan above. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and</p>

	<p>budgetary functions as adopted and approved by the governing board. The principal and the governing board will work as a collaborative team to maintain high achievement, outstanding performance, and to ensure that each student will meet or exceed proficiency.</p> <p>ISLA's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of ISLA as adopted and approved by the governing board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.</p>
<p>7.</p>	<p>Notification and Admissions (Required)</p>
	<p>Response: Community outreach activities will include: informing leaders and their constituents on ISLA'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 also serving the community.</p> <p>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. School leadership will publicize ISLA to potential parents at community events, fairs, and festivals. ISLA fully anticipates it will serve a study body that is reflective of these demographics and the community it will serve. More information on projected student demographics is provided on Form 3.</p> <p>Multilingual information sessions will be provided to ensure that all potential families are included. ISLA will also advertise its programs through its website and other relevant digital media.</p> <p>Once ISLA 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.</p> <p>If a lottery is needed, 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 be placed on the waiting list according to the draw in the lottery. Waitlists will be used for the school year for which they were created and will not carry over to any subsequent school year.</p> <p>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</p>

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.

ISLA will be a school of choice. Pursuant to Education Code § 47605(f), no student will be required to attend ISLA. ISLA 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.

ISLA 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. ISLA shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act.

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

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 enrollment exceeds capacity, except for existing students, enrollment shall be determined by a random public lottery/drawing. Students who are already enrolled at ISLA will have guaranteed admission in the following school year, up to the last grade serviced, so long as continuous enrollment status has been maintained.

Admission preferences, should a lottery be conducted, 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 the authorizer's boundaries; 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 ISLA is physically located in the attendance area of said elementary school.

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 ISLA if they contributed substantial personal time, effort and resources, prior to or during the first year of operation, to develop ISLA's petition, establish ISLA's facility, recruit students, and / or develop or implement ISLA. Preference for founders, shall not exceed 10% of the incoming enrollment each year. 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.

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.

ISLA 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. ISLA 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.

PCSGP Form 3—Narrative Response—Part 2

1.	Compliance with Individuals with Disabilities Education Act (IDEA) (If applicable)
	<p>Response:</p> <p>International Studies Language Academy (ISLA) anticipates to serve a percentage of students comparable to the surrounding traditional public schools. ISLA recognizes its responsibility to support students with disabilities who can benefit from its language programs. ISLA 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). ISLA will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. ISLA is solely responsible for its compliance with the aforementioned.</p> <p>Pursuant to Education Code § 47641(a), ISLA 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. ISLA has started the process 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.</p> <p>ISLA shall comply with SELPA policies and procedures and shall utilize appropriate SELPA forms. ISLA shall comply with the SELPA Local Master Plan and perform all corrective actions deemed necessary by the SELPA.</p> <p>If ISLA 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 ISLA to the extent required by law, and ensure students are fully integrated into the instruction of the school.</p> <p>ISLA 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, ISLA will work with the District and/or SELPA to provide an appropriate placement and services.</p> <p>ISLA will ensure that students with disabilities are identified in accordance with the policies and procedures of the SELPA. Parents may request a reassessment at their choice. In order to comply with Child Find requirements as specified by law, ISLA 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</p>

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. ISLA will work to identify any students, who do not currently have an IEP, but may be in need of a pre-referral intervention plan. Struggling learners who do not appropriately respond to Response to Instruction and Intervention may be referred to a formal special education assessment. If a student enrolls at ISLA with an existing IEP, ISLA will follow notification, review, and assessment procedures in accordance to SELPA guidelines.

Response to Interventions and Instruction: 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. ISLA 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. For students who do not meet benchmark standards, they will progress into tier 2 and tier 3 status. At tier 3, instruction and interventions are further individualized and students may be referred for evaluation of eligibility for special education.

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.

Assessment: The principal will be responsible for gathering pertinent information and sharing such information with the SELPA, where applicable, according to SELPA policies. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to: individual testing; teacher observations; interviews; review of school records, reports, and work samples; and parent input.

Development and Implementation of IEP: Every IEP eligible student who is assessed by ISLA will have an IEP that documents assessment results and eligibility determination for special education services, in accordance to SELPA guidelines. ISLA will ensure that the aspects of the IEP and school site implementation are maintained.

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.

Staffing and Reporting: ISLA is committed to ensuring all IEPs are properly implemented and students requiring services are adequately serviced, and that ISLA will collect and maintain information on disabled students as required by IDEIA. ISLA

will seek to employ at least one full-time teacher, properly credentialed to teach general education and, as well as also possessing 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 also employ a Special Education Coordinator.

Procedural Safeguards: Parents or guardians of students with IEPs at ISLA 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. ISLA will acknowledge and address any concerns or disagreements raised by parents within five days, after which a meeting between the parent the ISLA will be scheduled to seek resolution to the matter. The school will annually provide the parent with a written Notice of Procedural Safeguards.

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 ISLA shall work together to defend the case, so long as ISLA operates as a school of the District for special education purposes. In the event that the District determines that legal representation is needed, ISLA agrees that it shall be jointly represented by legal counsel of the District's choosing. ISLA agrees to cooperate with the District in any applicable proceeding related to dispute resolution.

Special Education Strategies for Instruction and Services: ISLA will comply with least restrictive environment by making every attempt to educate special education students along with their non-disabled peers. ISLA will ensure instruction outlined in each student's IEP or 504 plan will be delivered by personnel qualified to do so.

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.

Section 504 of the Rehabilitation Act of 1973: ISLA will comply with section 504 of the Rehabilitation Act of 1973. 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 ISLA, for 504 services. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

Special Procedures for Students with Disabilities: 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, ISLA, 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.

2. Eligibility for Higher Sub-grant Award (If applicable)

Response:

Although the petitioners have already begun real estate dialogue with various property owners, International Studies Language Academy has not yet secured a facility. Once the charter is granted conditional approval, the petitioners anticipate more engaging lease negotiations to properly zone a facility to house ISLA. Notwithstanding, the target location for ISLA is in southern Glendale within the "triangle" formed by the intersections of State Route 134/Ventura Freeway, State Route 2/Glendale Freeway, and Interstate 5. Each of the schools in this community serve high indices of demographics commonly associated with struggling learners. Accordingly, 11 of the 15 elementary and middle schools (the same grades ISLA will serve) in this community have been federally designated as program improvement schools. Collectively, these 15 schools serve 45% minority students, 66% socioeconomically disadvantaged students, 36% English language learners, and 8% students with disabilities. Specific information, available on California Department of Education's DataQuest, for each of the 15 schools is found below. International Studies Language Academy fully anticipates it will serve a study body that is reflective of these demographics and the community it will serve. Accordingly, ISLA anticipates it will become a Title 1 school.

School	Program Improvement Status	Minority	Socioeco Disadvan	English Learners	Student w/ Disabilities	Total Enrollment
Balboa Elementary	N/A	24.3%	54.5%	42.0%	5.8%	719
Ben Franklin Elementary	Year 3	50.2%	30.4%	23.1%	6.4%	592
Cerritos Elementary	N/A	84.0%	87.0%	51.3%	6.5%	400
Columbus Elementary	Year 2	44.3%	80.0%	42.1%	11.9%	589
Glenoaks Elementary	N/A	38.4%	37.3%	18.9%	13.4%	560
Horace Mann Elementary	Year 2	57.9%	92.6%	65.3%	8.8%	660
John Marshall Elementary	Year 3	38.4%	84.7%	58.5%	13.1%	542
John Muir Elementary	Year 2	48.1%	79.1%	40.3%	3.7%	834
Mark Keppel Elementary	N/A	45.2%	42.5%	39.6%	5.1%	1001
R. D. White Elementary	Year 2	30.4%	60.5%	49.8%	7.9%	906
Thomas Edison Elementary	Year 2	70.8%	68.5%	35.2%	6.8%	853
Thomas Jefferson	Year 1	17.2%	75.3%	59.3%	8.0%	615
Eleanor J. Toll Middle	Year 4	38.4%	63.9%	18.5%	8.2%	1142
Theodore Roosevelt Middle	Year 5	64.9%	88.0%	14.2%	13.6%	830
Woodrow Wilson Middle	Year 3	38.9%	59.1%	15.0%	8.0%	1264
Average (Total Enrollment)		45%	66.0%	36%	8%	11507

PCSGP Form 4—Budget Instructions

Instructions for Completing the Proposed Budget Summary (PCSGP Form 5)

The applicant must include the Proposed Budget Summary (PCSGP Form 5) and a Budget Narrative (PCSGP Form 6). Sub-grant funds are intended to support the final planning and initial operation of the charter school.

Important:

- The Budget must address the full term of the sub-grant (two years).
- The Budget must be of sufficient size and scope to implement the objectives and activities.
- The Budget Summary may not be modified and broken down further than the object codes provided (e.g., 1000, 2000, 3000, etc.).

Instructions for Completing the Budget Narrative (PCSGP Form 6)

The Budget Narrative must provide more detail regarding the information provided in the Proposed Budget Summary and support actions and activities identified in the narrative response and the Charter School Work Plan/Activities.

Use the Budget Narrative form to describe the costs associated with each activity reflected in the budget. The Budget Narrative must clearly identify those activities that are related to costs included in the planning and implementation columns on the Proposed Budget Summary (PCSGP Form 5).

- The Budget Narrative must be grouped by object code series (e.g., 1000, 2000, 3000, etc.).
- The Budget Narrative must include totals by object code series, year, and include totals by object code series, year, and term of sub-grant.

See the complete list of California Account Codes in Form 8.

Be sure that your charter school name appears in the header on all pages.

International Studies Language Academy Appendices and Attachments

International Studies Language Academy

Public Charter Schools Grant Program
Charter Schools Division
California Department of Education

Rev. 10/2015

FOR CDE USE ONLY				
Approved Date		Initials		Signature
Name of Charter School:		International Studies Language Academy		
County District School (CDS) Code:		19	Charter Number:	TBD
Contact:	Gillian Bonacci	Telephone Number:	818-730-4413	
E-Mail:	gsharp1@pacbell.net	Fax Number:	Not applicable	
Total Projected Award Amount		\$575,000	\$575,000	
Object Code	Description of Line Item	PCSGP Funds Budgeted		
		FY	FY	FY
		Planning Year (If Applicable)	Implementation Year 1	Implementation Year 2
1000–1999	Certificated Personnel Salaries			
2000–2999	Classified Personnel Salaries			
3000–3999	Employee Benefits			
4000–4999	Books and Supplies		\$325,000.00	\$135,000.00
5000–5999	Services and Other Operating Expenditures		\$35,000.00	\$15,000.00
6000–6999	Capital Outlay		\$35,000.00	\$30,000.00
7310 & 7350	Indirect Costs	Not Allowed		
Total Amount Budgeted by Grant Year		\$0.00	\$395,000.00	\$180,000.00

PCSGP Form 7—Charter School Work Plan/Activities

Include specific activities and action steps that align to and support the implementation of the associated element. Applicant may include multiple activities that support each element. The page limit for this form is **15 pages**. The timeline to complete each activity and action step, including beginning and ending dates, using both month and year designations, position or persons responsible for ensuring that each action step is completed according to the proposed timeline, and the description of evidence that will be submitted to CDE, upon request for monitoring purposes. Upon submission of the initial PCSGP application, leave the percentage completed column blank. This column is reserved for the reporting of an annual PCSGP Work Plan Status Report. Please see PCSGP Form 7 instructions for more information.

Element	Timeline		Position/Person Responsible	Evidence	Percentage Completed
	Start	End			
Educational Program (EP)					
Actions/Activities:					
Establish regular principal training sessions in the areas of school development and leadership skills, i.e. school program design, staffing, school finance, etc.	07/01/16	06/30/18	Governing board, principal	Contracts, meeting notes, agendas	
Establish/coordinate teacher professional development activities and refine annually.	07/01/16	06/30/18	Principal	Contracts, meeting notes, agendas	
Develop teacher evaluation process: (1) research/ train in teacher effectiveness measures, (2) procure and/or develop teacher evaluation rubrics that use student achievement data, (3) develop a teacher evaluation process using observational data, surveys, and portfolio development, (4) establish protocol for inclusion of student achievement data in evaluations, (5) engage teachers to	07/01/16	12/31/16	Principal	Teacher evaluation instrument, contracts, meeting notes, agendas	

refine evaluation tools and process, (6) develop valid and reliable stakeholder survey tools, and (7) train staff in process.					
Develop annual assessment calendar and professional development calendar.	07/01/16	12/31/16	Principal	Assessment calendar, professional development calendar	
Identify and hire, external consultants to support program development, professional development, other training.	07/01/16	12/31/16	Governing board, principal	Contracts	
Identify and attend education/charter school trainings and seminars. Participate in related webinars that improve school capacity.	07/01/16	06/30/18	Governing board, principal	Contracts, meeting notes, agendas	
Procure instructional materials (textbooks, workbooks, teacher resource books, multimedia, etc.) and supplies/equipment necessary to implement the curriculum.	07/01/16	08/31/17	Principal	Instructional materials inventory, invoices	
Procure classroom furniture (student desks and chairs, teacher chair, desk, storage cabinets, file cabinets, tables for equipment and materials) and furnishings (whiteboard, clocks, trashcans, etc.)	07/01/16	08/31/17	Principal	Furniture inventory, invoices	
Procure hardware and software for data analysis, multimedia instruction,	07/01/16	08/31/17	Principal	Technology inventory, invoices	

<p>student assessment: staff computers, student computers, projectors, software/site licenses for instruction, lesson planning software, etc.</p>	07/01/16	08/31/16	Principal	Baseline student data	
<p>Develop and administer baseline assessments for new students and establish processes for developing student learning plans for the start of school.</p>	07/01/16	12/31/16	Principal	Data driven decision making processes	
<p>Establish a process for teachers/administrators to administer, track, analyze, and report student progress and determine how to adjust instruction based on that analysis.</p>	09/01/16	12/31/16	Governing board, principal	Benchmark goals	
<p>Set benchmark goals tied to Common Core and other content standards to incrementally achieve student outcome goals. Monitor progress toward goals.</p>					
<p>Charter Management Plan (CMP)</p>					
<p>Actions/Activities:</p>					
<p>Secure facilities sufficient for the effective implementation of ISLA and to serve the projected enrollment.</p>	07/01/16	08/08/16	Governing board, principal	A facility	
<p>Finalize MOU's and other agreements, educational partners and charter authorizer regarding administrative services.</p>	07/01/16	12/31/16	Governing board, principal	MOU's, agreements	
<p>Procure administrative equipment,</p>	07/01/16	12/31/16	Principal	Equipment	

hardware and software.				inventory	
Develop and implement institutional data collection procedures.	07/01/16	12/31/16	Principal, faculty	Data	
Provide start-up business training: enrollment/maintenance of student records, accounting practices, HR, budget management, etc.	07/01/16	12/31/16	Principal	Agendas, meeting notes, contracts	
Initiate and finalize contracts with key vendors necessary successful implementation of school program.	07/01/16	12/31/16	Principal	Contracts	
Board adoption of policies on employee handbook, teacher evaluation rubric, employee policies on hiring, discipline, termination, etc.	07/01/16	12/31/16	Governing board	Board policies	
Prepare quarterly and annual reports for local, state and local agencies. Prepare quarterly student academic performance reports.	07/01/16	06/30/18	Governing board, principal	Compliance reports	
Conduct regular data meetings to assess impact of school academic program.	07/01/16	06/30/18	Principal	Meeting notes	
Conduct regular budget meetings for review and input on budget.	07/01//16	06/30/18	Governing board	Meeting notes	
Community and Parent Involvement (CPI)					
Actions/Activities:					

Establish a policy and procedure for parents/students to address the Board.	07/01/16	08/31/16	Governing board	Board policy	
Collaborate with Community and Leadership Committee on initial school design, community outreach, and events.	07/01/16	12/31/16	Governing board, principal	Meeting notes	
Establish and implement monthly parent meetings. Establish and implement bi-annual community and leadership.	07/01/16	06/30/18	Principal	Meeting notes	
Develop and implement annual Family, Student and Stakeholder Survey, including input on discipline policies.	07/01/16	12/31/16	Governing board, principal	Survey data	
Develop and implement a process for quarterly presentation of school achievement data, other information to families and the community.	07/01/16	12/31/16	Principal	Data, meeting notes	
Hold annual election for parent and representatives to the Board.	07/01/16	08/31/16	Governing board, principal	Election, meeting notes	
Establish classroom volunteer system and clearance check process.	07/01/16	08/31/16	Principals	Policy	
Create and produce a monthly school newsletter.	07/01/16	08/31/16	Principal	Newsletter	
Arrange for translation at meetings as needed.	07/01/16	12/31/16	Principal	Meeting notes	

<p>Sustainability and Alignment of Resources (SAR)</p>					
<p>Actions/Activities:</p> <p>Researches and identify all books, furniture and computer equipment/ software for students and staff.</p> <p>Prepare teachers to deliver professional development and utilize in-house expertise to reduce need for external consultants.</p> <p>Principal and teacher leaders to attend trainings in use of school data systems to ensure accurate compliance reports, student achievement.</p> <p>Participate in community events and outreach sufficient to maintain student waitlist.</p>	<p>07/01/16</p> <p>07/01/16</p> <p>07/01/16</p> <p>07/01/16</p>	<p>12/31/16</p> <p>06/30/18</p> <p>03/31/17</p> <p>06/30/18</p>	<p>Principal</p> <p>Principal</p> <p>Principal, teacher leaders</p> <p>Principal</p>	<p>Notes, Inventory</p> <p>Meeting notes</p> <p>Meeting notes</p> <p>Waitlist, meeting notes</p>	
<p>Targeted Capacity Building Activities (TCB) (if applicable)</p> <ul style="list-style-type: none"> • Governance Training (required) • Fiscal Management Training (required) 	<p>07/01/16</p>	<p>06/30/17</p>	<p>Governing board, principal</p>	<p>Contracts, meeting notes, agendas</p>	
<p>Actions/Activities:</p> <p>Register school leaders and board members to attend trainings such as in school leadership and governance, including operational policies, personnel management, effective governing board practices, strategic</p>	<p>07/01/16</p>	<p>06/30/17</p>	<p>Governing board, principal</p>	<p>Contracts, meeting notes, agendas</p>	

planning principles, Brown Act and other key laws, school finance, including cash flow, revenue, employee health and retirement benefits, loan and facilities finance programs, effective fiscal management, etc.					
Provide annual training to Board Members in Governance and Fiscal Management.	07/01/16	06/30/17	Governing board	Meeting notes, agenda	
Train staff in internal controls, payroll, purchasing, budget monitoring, contract process, reading financial reports.	07/01/16	12/31/16	Principal, applicable staff	Meeting notes, agendas	
Develop all key handbooks, policies and protocols for school. This includes, but not limited to, Employee Handbook, HR manual, site safety plans, etc.	07/01/16	12/31/16	Principal	Handbooks	
Provide training for lead teachers and administration to implement handbooks, policies and protocols.	07/01/16	12/31/16	Principal	Meeting notes, agendas	
Provide teacher training in school policies and protocols, including contents of Employee Handbook, and HR policies.	07/01/16	12/31/16	Principal	Meeting notes, agendas	
Provide staff training in site safety drills and protocols prior.	07/01/16	12/31/16	Principal	Meeting notes, agendas	
Conduct weekly Leadership Team meetings to ensure alignment of school	07/01/16	06/30/18	Principal	Meeting notes, agendas	

<p>mission and vision.</p> <p>Plan, schedule, identify consultants for, and conduct professional development in using data inquiry cycles with data from formative and summative assessments to inform instruction, including using aggregated and disaggregated data to refine curriculum and instruction, to identify program strengths and areas of need, and to meet API, AYP, and charter-specific goals.</p> <p>Select, set up, and train staff to use student information and achievement systems accurately and to support ongoing school improvement.</p>	<p>07/01/16</p> <p>07/01/16</p>	<p>12/31/16</p> <p>08/31/16</p>	<p>Principal</p> <p>Principal</p>	<p>Meeting notes, agendas</p> <p>Contracts</p> <p>Meeting notes</p>	
<p>Autonomy (AUT) Actions/Activities:</p> <p>Establish and secure legal /accounting services.</p> <p>Procure and implement Student Information System (SIS) Server.</p> <p>Publicize all open staff positions, collect resumes, conduct interviews, make final decisions about hiring for all school staff, including administrators, teachers, and office/campus support staff.</p>	<p>07/01/16</p> <p>07/01/16</p> <p>01/01/16</p>	<p>08/31/16</p> <p>08/31/16</p> <p>07/31/16</p>	<p>Governing board</p> <p>Principal</p> <p>Governing board and Principal</p>	<p>Contracts</p> <p>Contract</p> <p>Edjoin postings, employee agreements</p>	

Board to approve all hiring, major third-party contracts for services.	07/01/16	07/31/16	Governing Board and Principal	Contracts	
Develop principal evaluation process and tools for working with Principal and the Board.	08/01/16	09/30/16	Governing Board	Evaluation Instrument	
Notifications and Admissions (NAA)					
Actions/Activities:					
Establish marketing and advertising materials including print and electronic media.	09/01/15	03/01/16	Governing Board and Principal	Marketing materials and website	
Design and implement a recruitment plan.	10/01/15	03/01/16	Governing Board and Principal	Recruitment plan	
Establish and publish procedures and timeline for public random drawing.	10/01/15	03/01/16	Governing Board and Principal	Lottery procedures	
Identify core group of families and students to lead community-based student recruitment.	10/01/15	03/01/16	Governing Board and Principal	List of individuals	
Recruit and enroll new students.	09/01/15	07/31/16	Governing Board and Principal	Enrollment	
Conduct public random drawing, create and maintain wait list, extend offers of enrollment, draw students from wait list as spots open.	03/01/16	04/01/16	Governing Board and Principal	Lottery outcomes	

Public Charter Schools Grant Program
Charter Schools Division
California Department of Education

PCSGP-15/16
10/2015

EXAMPLE

Element	Timeline		Position/Person Responsible	Evidence	Percentage Completed
	Start	End			
Educational Program (EP)	08/01/13	08/25/13	Principal	Agenda and sign-in sheets	Do not complete this column. Column is reserved upon approval for the reporting of an annual PCSGP Work Plan Status Report.
Actions/Activities: Teachers will attend a two-day work shop on adapting curriculum and instruction					
Charter Management Plan (CMP)	08/01/13	09/02/14	Principal	Agendas, meeting notes, and instruction materials	
Actions/Activities: Monthly meeting to review data, evaluate, and modify instruction					
Community and Parent Involvement (CPI)	09/16/13	09/16/13	Principal	Notification letter, agenda, and sign-in sheets	
Actions/Activities: Initial parent meeting					
Sustainability and Alignment of Resources (SAR)					
Actions/Activities: Targeted Capacity Building Activities (TCB) (if applicable) <ul style="list-style-type: none"> • Governance Training (required) • Fiscal Management Training (required) 					
Actions/Activities: Autonomy (AUT)					
Actions/Activities: Notifications and Admissions (NAA)					
Actions/Activities:					

International Studies Language Academy

Page 11 of 11

Public Charter Schools Grant Program
Charter Schools Division
California Department of Education

PCSGP-15/16
10/2015

PCSGP Form 8—Object of Expenditure Codes

This list of expenditure codes is provided for reference to complete the Proposed Budget Summary form (PCSGP Form 5) and the Budget Narrative form (PCSGP Form 6). School districts and county superintendents of schools are required to report expenditures in accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales (call 1-800-995-4099), or online at <http://www.cde.ca.gov/fg/ac/sa/>.

1000–1999 Certificated Personnel Salaries

- 1100 Certificated Teachers' Salaries
- 1200 Certificated Pupil Support Salaries
- 1300 Certificated Supervisors' and Administrators' Salaries
- 1900 Other Certificated Salaries

2000–2999 Classified Personnel Salaries

- 2100 Classified Instructional Salaries
- 2200 Classified Support Salaries
- 2300 Classified Supervisors' and Administrators' Salaries
- 2400 Clerical, Technical, and Office Staff Salaries
- 2900 Other Classified Salaries

3000–3999 Employee Benefits

- 3101 State Teachers' Retirement System, certificated positions
- 3102 State Teachers' Retirement System, classified positions
- 3201 Public Employees' Retirement System, certificated positions
- 3202 Public Employees' Retirement System, classified positions
- 3301 OASDI/Medicare/Alternative, certificated positions
- 3302 OASDI/Medicare/Alternative, classified positions
- 3401 Health and Welfare Benefits, certificated positions
- 3402 Health and Welfare Benefits, classified positions
- 3501 State Unemployment Insurance, certificated positions
- 3502 State Unemployment Insurance, classified positions
- 3601 Workers' Compensation Insurance, certificated positions
- 3602 Workers' Compensation Insurance, classified positions
- 3701 OPEB, Allocated, certificated positions
- 3702 OPEB, Allocated, classified positions
- 3751 OPEB, Active Employees, certificated positions
- 3752 OPEB, Active Employees, classified positions
- 3801 PERS Reduction, certificated positions
- 3802 PERS Reduction, classified positions
- 3901 Other Benefits, certificated positions
- 3902 Other Benefits, classified positions

PCSGP Form 8—Object of Expenditure Codes (page 2 of 3)

4000–4999 Books and Supplies

- 4100 Approved Textbooks and Core Curricula Materials
- 4200 Books and Other Reference Materials
- 4300 Materials and Supplies
- 4400 Noncapitalized Equipment
- 4700 Food

5000–5999 Services and Other Operating Expenditures

- 5100 Subagreements for Services
- 5200 Travel and Conferences

5000–5999 Services and Other

- 5300 Dues and Memberships
- 5400 Insurance
- 5500 Operations and Housekeeping Services
- 5600 Rentals, Leases, Repairs, and Noncapitalized Improvements
- 5700–5799 Transfers of Direct Costs
- 5710 Transfers of Direct Costs
- 5750 Transfers of Direct Costs—Interfund
- 5800 Professional/Consulting Services and Operating Expenditures
- 5900 Communications

6000–6999 Capital Outlay

- 6100 Land
- 6170 Land Improvements
- 6200 Buildings and Improvements of Buildings
- 6300 Books and Media for New School Libraries or Major Expansion of School Libraries
- 6400 Equipment
- 6500 Equipment Replacement
- 6900 Depreciation Expense (for proprietary and fiduciary funds only)

7000–7499 Other Outgo

7100–7199 Tuition

- 7110 Tuition for Instruction Under Interdistrict Attendance Agreements
- 7130 State Special Schools
- 7141 Other Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools
- 7142 Other Tuition, Excess Costs, and/or Deficit Payments to County Offices
- 7143 Other Tuition, Excess Costs, and/or Deficit Payments to JPAs

7200–7299 Interagency Transfers Out

- 7211 Transfers of Pass-Through Revenues to Districts or Charter Schools

PCSGP Form 8—Object of Expenditure Codes (page 3 of 3)

7212 Transfers of Pass-Through Revenues to County Offices
7213 Transfers of Pass-Through Revenues to JPAs
7221 Transfers of Apportionments to Districts or Charter Schools
7222 Transfers of Apportionments to County Offices
7223 Transfers of Apportionments to JPAs
7281 All Other Transfers to Districts or Charter Schools
7282 All Other Transfers to County Offices
7283 All Other Transfers to JPAs
7299 All Other Transfers Out to All Others

7300–7399 Transfers of Indirect Costs (Effective 2008-09)

7310 Transfers of Indirect Costs
7350 Transfers of Indirect Costs—Interfund
7370 Transfers of Direct Support Costs (Valid through 2007–08)
7380 Transfers of Direct Support Costs—Interfund (Valid through 2007–08)

7430–7439 Debt Service

7432 State School Building Repayments
7433 Bond Redemptions
7434 Bond Interest and Other Service Charges
7435 Repayment of State School Building Fund Aid—Proceeds from Bonds
7436 Payments to Original District for Acquisition of Property
7438 Debt Service—Interest
7439 Other Debt Service—Principal

PCSGP Form 9—General Assurances and Certifications

Public Charter School Grant Program General Assurances (Required for all Applicants)

General Assurances and Certifications (Do not submit as part of the application.)

All sub-grantees are required to retain on file a copy of these general assurances for the charter school records and for audit purposes. Please download the 2015–16 General Assurances and Certifications located on the California Department of Education (CDE) Funding Forms Web page at <http://www.cde.ca.gov/fq/fo/fm/ff.asp>. Do not submit this form (PCSGP Form 9) or the General Assurances and Certifications printout to the CDE. The applicant is required to print and retain a copy of these specific assurances at the charter school site. The signature on the front of the application indicates acknowledgement and agreement to all assurances.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension (Do not submit as part of the application.)

Download the following three forms from the certifications section on the CDE Funding Forms Web page at <http://www.cde.ca.gov/fq/fo/fm/ff.asp>.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

Print, sign, and retain at the charter school site. The signature on the front of the application indicates acknowledgement and agreement to all assurances and certifications.

PCSGP Form 10—Sub-grant Conditions and Assurances

Specific Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances. The signatures of the authorized agents on the front of the application indicate acknowledgement and agreement to all assurances. The applicant is required to print and retain a copy of these specific assurances at the charter school site.

1. This grant shall be administered in accordance with the provisions of California law regarding charter schools; Title X, Part C of the Improving America's Schools Act of 1994; and the Code of Federal Regulations (CFR) parts 75, 76.785 through 76.799, 77, 81, and 99. Expenditures shall comply with all applicable provisions of federal and state regulations and policies relating to the administration, use and accounting for public school funds. Any interpretations of law, regulations, and procedures shall be the sole responsibility of the California Department of Education (CDE).
2. The CDE reserves the authority to require the repayment of received funds, the return of all unused funds, and/or the termination of the grant if the grant recipient fails to meet the terms of this agreement, fails to meet established deadlines, or fails to act in good faith to carry out the activities described in the grant proposal.
3. The charter school or charter developer agrees to use the funding in a manner consistent with their applications as submitted, or as revised and approved by the CDE.
4. The grant recipient agrees to fulfill the performance measures specific to its grant type and submit timely financial reports, status reports, and all other required reports. Failure to do so could result in the forfeiture of the grant and repayment of funds.
5. The grant recipient agrees to cooperate with the Federal Department of Education, the CDE, the State Board of Education, and their independent contractors, if any, in the administration of this grant, and to conduct any external evaluation of the effectiveness of the grant process.
6. Auditable records will be maintained on file for five years following the grant closing date.
7. The grant recipient's name will be used in all communications.

PCSGP Form 10—Sub-grant Conditions and Assurances (Page 2 of 4)

8. Report to the CDE the school-level data as described in this Request for Applications (RFA).
9. Respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
10. Include in the application all required forms signed by the primary applicant or designee.
11. All audits of financial statements will be conducted in accordance with Government Auditing Standards and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
12. Applicant has provided timely notice of its intent to apply for PCSGP sub-grant and a copy of the sub-grant application to the authorizer.
13. Maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.
14. Federal regulations require grant recipients to establish written standards pursuant to employee conflicts of interest in awarding contracts, and written standards for resolution of any protests or disputes that arise from procurements. Regulations also provide numerous requirements in the procurement process, specifically designed to ensure proper use of public funds in an open and freely competitive environment. Information on these regulations can be found in Appendix D. Procurements that are not negotiated in accordance with federal regulations will be disallowed.
15. The non-Federal entity or applicant for a Federal award must disclose in a timely manner, in writing to the CDE, all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award. Failure to make required disclosures can result in any of the remedies described in Remedies for Noncompliance 2 CFR §200.338.
16. For all grant recipients, the following documents must be on file at their business offices:
 - Organizational charts, signed articles of incorporation, and any other organizational and governance documents of the agency.
 - A copy of this RFA and the general assurances and certifications, as well as other relevant materials that are referred to but not included within the RFA. This information is subject to review and verification by CDE staff.

CSGP Form 10—Sub-grant Conditions and Assurances (Page 3 of 4)

17. Teachers hired by grant recipients must adhere to Elementary and Secondary Education Act (ESEA) “highly-qualified teacher” standards for core academics. More information about these standards may be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>. In addition, all staff must have cleared health (e.g., tuberculosis) and criminal background (e.g., fingerprinting) checks. This information is subject to review and verification by CDE staff.
18. Grant recipients must participate annually in all testing programs required by state law.
19. All non-federal entities expending \$500,000 or more in combined federal funds (e.g., PCSGP and Title I funds, or American Recovery and Reinvestment Act [ARRA] funds) in a single year are required by federal law to obtain and submit a Single Audit to the Federal Audit Clearinghouse. Further information may be found in OMB Circular A-133, which may be accessed at the following link: http://www.whitehouse.gov/sites/default/files/omb/assets/a133/a133_revised_2007.pdf.
20. Grant recipients will access the Federal Audit Clearinghouse Web page to submit their Single Audit. The web address for this Web Page is located at: <http://harvester.census.gov/sac/>.
21. The CDE will verify that the grant recipient’s school (1) has an enrollment of at least 50 students at one point in time within the first calendar year of operation based on the effective date the charter school is open and available to serve students AND (2) has at least 100 students at one point in time within two calendar years of operation based on the effective date the charter school is open and available to serve students.

Depending on the date the charter school opened to serve students, grant recipients may provide the CDE with either a copy of an online CDE DataQuest certified enrollment report, a copy of an aggregate school-level California Longitudinal Pupil Achievement Data System (CALPADS) Operational Data Store (ODS) enrollment report, or a signed letter from the charter authorizer that confirms enrollment.

If the school does not reach the minimum enrollment required during the grant project period, grant disbursements may be withheld until the enrollment requirement has been met. If the school does not reach the minimum requirement by the end of the grant project period, the CDE may invoice the school for grant payments issued to date. If the grant recipient is concerned that the school will not meet the enrollment requirements, in lieu of meeting this requirement the CDE will consider a budget report submitted by the grantee that attests to the sustainability of the school beyond the duration of the grant.

PCSGP Form 10—Sub-grant Conditions and Assurances (Page 4 of 4)

The admission policy of the charter school is compliant with all applicable laws.

California *Education Code* Section 47605(d) states

(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the school.

(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

STATE OF CALIFORNIA-DEPARTMENT OF FINANCE

PAYEE DATA RECORD

STD 204 (Rev. 6-2003) (REVERSE)

1	<p>Requirement to Complete Payee Data Record, STD. 204</p> <p>A completed Payee Data Record, STD. 204, is required for payments to all non-governmental entities and will be kept on file at each State agency. Since each State agency with which you do business must have a separate STD. 204 on file, it is possible for a payee to receive this form from various State agencies.</p> <p>Payees who do not wish to complete the STD. 204 may elect to not do business with the State. If the payee does not complete the STD. 204 and the required payee data is not otherwise provided, payment may be reduced for federal backup withholding and nonresident State income tax withholding. Amounts reported on Information Returns (1099) are in accordance with the Internal Revenue Code and the California Revenue and Taxation Code.</p>
2	<p>Enter the payee's legal business name. Sole proprietorships must also include the owner's full name. An individual must list his/her full name. The mailing address should be the address at which the payee chooses to receive correspondence. Do not enter payment address or lock box information here.</p>
3	<p>Check the box that corresponds to the payee business type. Check only one box. Corporations must check the box that identifies the type of corporation. The State of California requires that all parties entering into business transactions that may lead to payment(s) from the State provide their Taxpayer Identification Number (TIN). The TIN is required by the California Revenue and Taxation Code Section 18646 to facilitate tax compliance enforcement activities and the preparation of Form 1099 and other information returns as required by the Internal Revenue Code Section 6109(a).</p> <p>The TIN for individuals and sole proprietorships is the Social Security Number (SSN). Only partnerships, estates, trusts, and corporations will enter their Federal Employer Identification Number (FEIN).</p>
4	<p>Are you a California resident or nonresident?</p> <p>A corporation will be defined as a "resident" if it has a permanent place of business in California or is qualified through the Secretary of State to do business in California.</p> <p>A partnership is considered a resident partnership if it has a permanent place of business in California. An estate is a resident if the decedent was a California resident at time of death. A trust is a resident if at least one trustee is a California resident.</p> <p>For individuals and sole proprietors, the term "resident" includes every individual who is in California for other than a temporary or transitory purpose and any individual domiciled in California who is absent for a temporary or transitory purpose. Generally, an individual who comes to California for a purpose that will extend over a long or indefinite period will be considered a resident. However, an individual who comes to perform a particular contract of short duration will be considered a nonresident.</p> <p>Payments to all nonresidents may be subject to withholding. Nonresident payees performing services in California or receiving rent, lease, or royalty payments from property (real or personal) located in California will have 7% of their total payments withheld for State income taxes. However, no withholding is required if total payments to the payee are \$1,500 or less for the calendar year.</p> <p>For information on Nonresident Withholding, contact the Franchise Tax Board at the numbers listed below: Withholding Services and Compliance Section: 1-888-792-4900 E-mail address: wscs.gen@ftb.ca.gov For hearing impaired with TDD, call: 1-800-822-6268 Website: www.ftb.ca.gov</p>
5	<p>Provide the name, title, signature, and telephone number of the individual completing this form. Provide the date the form was completed.</p>
6	<p>This section must be completed by the State agency requesting the STD. 204.</p>
	<p>Privacy Statement</p> <p>Section 7(b) of the Privacy Act of 1974 (Public Law 93-579) requires that any federal, State, or local governmental agency, which requests an individual to disclose their social security account number, shall inform that individual whether that disclosure is mandatory or voluntary, by which statutory or other authority such number is solicited, and what uses will be made of it.</p> <p>It is mandatory to furnish the information requested. Federal law requires that payment for which the requested information is not provided is subject to federal backup withholding and State law imposes noncompliance penalties of up to \$20,000.</p> <p>You have the right to access records containing your personal information, such as your SSN. To exercise that right, please contact the business services unit or the accounts payable unit of the State agency(ies) with which you transact that business.</p> <p>All questions should be referred to the requesting State agency listed on the bottom front of this form.</p>

DANIEL B. DENNY

(818) 636-8027 **danieldenny@hotmail.com**

EXPERIENCE

Associate Attorney 2005 – Present

Gibson, Dunn & Crutcher LLP, Los Angeles, California.

Member, Corporate Department and Business Restructuring Practice Group.

Extensive commercial real estate experience, including advising clients regarding loan documents, purchase and sale agreements, intercreditor and co-lender agreements, forbearance agreements, loan modifications, guaranties and remedies.

Restructuring expertise representing creditors and debtors in distressed situations such as foreclosures, fraudulent transfers, avoidance actions, general assignments and voluntary and involuntary bankruptcy proceedings.

Diverse litigation experience in state and federal courts, including commencing litigation, taking and defending depositions, discovery, motion practice, and negotiating settlements.

Representation of companies regarding finance, secured transactions, intellectual property, employment and benefits, fiduciary duties, insurance, securities, and corporate governance.

Management experience supervising associates, preparing and conducting training seminars, drafting and supervising litigation plans and transactional diligence.

Law Clerk Summer 2003

U.S. Attorney's Office, Civil Division, San Diego, California.

COMMUNITY SERVICE/PRO BONO

Pro Bono Counsel 2010 – Present

Benjamin Franklin Education Foundation, Glendale, California.

Representation of Foundation in negotiations with school district concerning \$1 million grant awarded by California agency for landscape improvements to school grounds; advise Foundation concerning corporate governance matters.

EDUCATION

University of Notre Dame Law School, Notre Dame, Indiana.

J.D., 2005 – *magna cum laude*

Executive Managing Editor, Notre Dame Law Review.

Dean's Honor List all semesters; Dean's Award (highest grade) for Torts (Fall 2002).

Gordon-Conwell Theological Seminary, South Hamilton, Massachusetts.

M.A., Old Testament, 2002 – *cum laude*

Wheaton College, Wheaton, Illinois

B.A., Philosophy, 1998 – *magna cum laude*

PROFESSIONAL MEMBERSHIPS

Financial Lawyers Conference | Los Angeles County Bar Association

Los Angeles Bankruptcy Forum | American Bankruptcy Institute

Gillian Bonacci

**10401 Margate St.
North Hollywood, CA 91601**

**bonaccis@mac.com
C 818.730.4413**

PROFESSIONAL EXPERIENCE

Franklin Magnet International Foreign Language Academy of Glendale, CA 2012 – Present
Amity Program Site Coordinator - Volunteer

Coordinate a growing international internship program. Select intern candidates from a large pool of respected universities in Europe and South America. Recruit host families with focus on good match-making. Coordinate arrivals, community welcome events, required medical clearances, orientations, enrollment in ESL classes. Seek out and implement cultural exchange activities. Liaison between Amity Institute and school, between interns and school, and host families and program.

Impact:

- Grew program from a single intern in year one to seventeen interns in year five. Developed program from conception through completion with minimal supervision.
- Designed video experience across the website and social media that broadened awareness of the intern program.
- Recruit over 20 host families per year.

Benjamin Franklin Elementary Foundation, Glendale, CA 2009 – 2014
President/Communications and Community Outreach Lead - Volunteer

Responsible to the stakeholders and board of directors for the financial stewardship of the foundation and the master plan for all fundraising campaigns. Designed and executed all external communications to support the school's mission to strengthen its reputation. Designed and implemented multi-channel digital community engagement plan across the website, social media and print media that broadened awareness, increased visibility and supported foundation identity. Collaborated with all relevant cross-functional committees; fundraising, educational technology, graphic design, and grant writing. Drove all social media efforts to increase discoverability and measured the level of engagement. Created all content for print publications; annual reports, outreach brochures, and press releases, and for website; writing and maintenance via Wordpress. Meet with donors and prospective donors to create and foster relationships. Negotiate all vendor contracts.

Impact:

- Created social media strategy utilizing Google Groups, MailChimp weekly email blast, Facebook and Twitter accounts, and Paperless Post for volunteer appreciation.
- Served on multiple volunteer committees including, PTA, School Site Council, District Magnet Advisory Committee, Franklin Magnet Advisory Committee, and the Superintendent's Special Task Force for Franklin.
- Designed and implemented communications outreach campaigns for two tent pole events annually, including a silent auction gala and international school carnival. Coordinated media outreach for the *Day of Music Benefit Concert with Big Bad Voodoo Daddy*.
- Built rapport and cultivated local media relationships to secure placement for special events and public announcements.

Deloitte & Touche, Los Angeles, CA 2009 – 2011
Pursuit Leader, Marketing

Led creative team in the development of all digital, video and print marketing assets for the highest value targets in the region, including writing, design, graphics and video production, digital app production and printing and delivery. Collaborated with stakeholders to ensure alignment with firm strategy, branding standards and regulatory requirements. Collaborated with partners in effectively leveraging firm marketing win themes, differentiators and brand standards.

Impact:

- Selected for national orals coaching team for mega must-win opportunities and campus recruiting outreach.
- Began first trials of digital app publishing. Directed video address for Office of the Managing Partner.
- Community Volunteer Council member, served as project co-captain for Impact Day, large site project (over 300 volunteers) that included a kids carnival, Junior Achievement in the classroom, campus greening and playground painting projects for a local Title One elementary school.

Screen Actors Guild, Los Angeles, CA

2005 - 2006

Freelance Writer/Editor

Provided experienced writing and editing in a deadline-driven, politically-charged environment. Crafted creative and editorial stories for Screen Actor magazine and the SAG website supportive of the organization's political agenda and explicit messaging strategies.

Impact:

- Project Manager (edit, provide content and coordinate production) for Young Performers Handbook, the single source of information regarding Guild/union rules and Federal and State regulations for professional child actors.

AFTRA-SAG Federal Credit Union, Burbank, CA

1996 – 2005

VP Communications

Designed, planned and executed integrated communications strategies that advanced organizational identity. Wrote successful long-term and annual communications plans that increased the perceived professionalism of the credit union. Ambassador to sponsor groups SAG and AFTRA. Proactively identified internal and external communications opportunities and defined and executed appropriate strategies to support them. Led all marketing efforts including conception, writing, editing, design, printing and delivery. Editor-in-Chief, *Cue Sheet*, quarterly newsletter. Negotiate all vendor contracts. P&L responsibility.

Impact:

- Partnered with key stakeholders to develop communication plans to improve customer service; based on consumer surveys, staff knowledge/training and accuracy increased 10% in one year.
- Built rapport and cultivated national trade media relationships to secure placement with 80% success for programs, special events, public announcements, and other outreach.
- Developed and implemented media strategies and media buys to make best use of the medium on limited budgets.
- Led new marketing platforms and business models with the first E-commerce efforts (interactive web content, email and online promotions and surveys) and online initiatives in support of new product launches.

EDUCATION

B.S., Theatre Arts, Magna Cum Laude, **Northeastern University, Boston, MA**

Fundamentals of Human Resource Management, **Society for Human Resource Management**

Hilary Stern

452 El Miradero Avenue, Glendale CA 91201
818-502-1667 | hilary_stern@hotmail.com

EXPERIENCE

Fondazione Italia

Los Angeles, CA

Executive Director

2008 – present

- Manage all operational and administration aspects of non-profit organization that promotes Italian language and culture in Southern California whose activities include language classes at four language centers, organizing professional development opportunities for teachers, administered a public school grant program, and being an assessor for CTC to help credential Italian teachers.
- Responsible for creating and implementing promotional marketing strategy using all the traditional and social media platforms available which includes analyzing customer data in order to create high quality, targeted campaigns at potential customers.
- Work closely with the Los Angeles Italian Consulate to review and award grants to schools in Southern California, New Mexico, Nevada and Arizona interested in offering an Italian language program to their students in K-8 grades.
- Responsible for maintaining relationship with schools, servicing their grants and organizing documentation at the end of the school year to send to the Italian Ministry of Cultural Affairs.
- Find and hire teachers, maintain course enrollment register and provide support to over 20 teachers and 5 coordinators at language centers in Burbank, West LA, Hermosa Beach, Sherman Oaks, Lake Forest and Tempe that offer Saturday Italian classes for children and adults.
- Official Assessor Agency for the California Commission on Teacher Credentialing to organize and administer the written and oral sub-test connected to the Italian CSET, a requisite for teachers to receive their Single-Subject Credential.
- Responsible for maintaining and updating website as needed.

Read Agency

Los Angeles, CA

Literary Agent

2004-2006

- Represented writers in the television, feature film and animation industry.
- Created and maintained relationships with development executives in order to track and procure writing assignments for clients.
- Successfully negotiated several working contracts for clients at different studio including Cartoon Network and Lionsgate Television.

Jim Preminger Agency

Santa Monica, CA

TV Coordinator / Office Assistant

2003 – 2004

- Kept track of television projects and maintained extensive computer database registering all changes and updates for each pilot project during the television season.

- Provided administrative support to two agents including rolling and screening calls, preparing correspondence, scheduling meetings and maintaining their calendars.

D'Illaria Italian Ceramics

West Hollywood, CA

Owner and Retail Operations Manager

1999 – 2003

- Sourced and imported hand-painted Italian ceramics for retail sale.
- Supervised retail operations, which included staff management, sales and marketing, vendor, contact, placement of product orders and set up international shipments.
- Managed all aspects of office management including accounts payable, preparation of correspondence, vendor relations and ordering of supplies.

DKNY Stockholm

Stockholm, Sweden

Public Relations and Operations Director

1996-1998

- Implemented NY headquarters promotional directives regarding in-store events and holiday promotions.
- Supervised all editorial loans and artwork requests for media placement in local magazines and newspapers.
- Worked on company participation in select charitable and promotional special events, cemented relationships with European and local fashion contacts resulting in 50% increase in local magazine coverage.
- As Operations Coordinator tracked all orders to secure on-time delivery, checked all delivered merchandise against purchase orders, priced garments and oversaw sales staff.

Dolce & Gabbana

New York, NY

Assistant to U.S. Public Relations Director

1994 - 1996

- Provided all administrative support to the U.S. Public Relations Director.
- Wrote press releases, tip sheets and assembled press kits for distribution to nationwide publications.
- Assisted in implementing press strategies in local markets to support new store openings.
- Executed media placement for bus kiosks, magazines, cabs, and buses as per Milan headquarters directives for seasonal print advertising campaigns.
- Supervised advertising material requests from retailers and publications.
- Assisted in the planning on in-store promotional events.

Giorgio Armani

New York, NY

Assistant to U.S. A/X Armani Exchange Public Relations Director

1992-1994

- Provided administrative support to the Public Relations Director.
- Handled national press appointments for editorial coverage and tracked samples loaned to stylists and editors.

- Participated in planning and implementation of seasonal in-store events for all U.S. retail stores, coordinated mailing lists, approved catering menus and secured models for in-store fashion shows.

EDUCATION

Boston University

Boston, MA

Bachelor of Arts

1992

Graduated Magna Cum Laude with a degree in Italian Studies and Marketing.

Michael A. Rasic

2332 Teasley St., La Crescenta, California 91214

C: (213) 300-8583 mrasicdmsn@gmail.com H: (818) 249-5011

Summary of Qualifications

CFO for a venture-backed big data, machine learning underwriting company

SVP, Finance and Accounting for a newly public global \$2.0 billion organization created through the spin-off of First American Financial Corporate, played a key leadership and management role through spin-off transaction.

Chief Financial Officer - mid-size mortgage banking enterprise. Sold company to a private equity firm.

Audit partner - PricewaterhouseCoopers.

Global finance executive with strong finance, accounting, audit and administration (procurement, ERP and related experience) skills and a proven track record of results.

Confidante and advisor to CEOs. Mentor, leader and developer of staff, skilled in managing and guiding teams.

ZestFinance, Inc.

6636 Hollywood Blvd., Los Angeles, CA 90028

Chief Financial Officer

2011 - Present

Responsible for financial management of enterprise with revenues over \$70 million and 50% revenue growth in each of past 2 years

Effectively managed lending relationship with warehouse lenders and equity partners as well as generated new facility capacity, maintained funding capacity through turbulent market conditions.

Assisted in capital raising initiatives leading to over \$50M of equity capital.

Developed presentation materials for Board of Directors meetings and participated in all Board meetings.

Daily responsibility for corporate functions, including treasury (including warehouse lending arrangements), finance and accounting, human resources, legal, compliance and operations. Also, indirect responsibility for the business analyst function.

CoreLogic, Inc. / The First American Corporation

4 First American Way, Santa Ana, CA

SVP, Finance and Accounting

2007 - 2011

Second in command of finance, accounting and administrative functions of a newly created public company.

Responsibilities include financial reporting, financial planning and analysis, general accounting, corporate administration (real estate, procurement, insurance), and sales administration. Accomplishments include:

- Member of 6 person executive leadership team
- Participant in Board and Audit Committee meetings; Advisor to Audit Committee Chair
- Key member of the investor relations road show team, participating in 20+ investor presentations over three weeks in connection with spin-off, as well as quarterly investor relations story for investors
- Participation in buy and sell side due diligence, including divestiture of significant nonstrategic assets.
- Development of annual, quarterly and monthly forecasted results
- Drafted plans for restructuring of operations generating operational efficiency and cost savings
- Development of public company financial reporting infrastructure, including development of Form 10-Q and other required filings in connection with the spin-off
- Member of Enterprise Risk Management, Disclosure and Benefits Administration Committees

Chief Financial Officer, Information Solutions Group

2008 - 2010

Overall financial oversight of the Information Solutions Group (ISG) of First American. The ISG had 12,000+ employees globally in 14 countries (including off-shore in India) and 50 U.S. states. Accomplishments include:

- Member of the ISG Executive Steering Team and participant in Board of Directors, Audit and Compensation Committee meetings.
- Participant in the First American steering committee established to ensure effective completion of the spin. This committee was responsible for, among other things, establishing opening balance sheets and liquidity of the individual companies, ensuring operational and compliance readiness and communicating the strategy surrounding the spin preparation.
- Established public company finance and accounting infrastructure, including tax, treasury, investor relations and financial reporting.
- Guided the ISG through the rating agency process as well as the renewal of \$500 million credit facility and tender offer for \$350 million of public debt.
- Participated in mergers and acquisitions activities including buy-in of 26% of a public subsidiary, restructuring of a joint venture agreement facilitating the buy-in of the joint venture partner's interest and negotiating the buy-in of 20% minority interest share in a significant subsidiary.
- Assisted in the development of investor relations story ISG as well as participated in investor and analysts conferences and investor meetings as the ISG representative for First American.
- Lead significant cost reduction activities throughout the organization resulting in cost savings and efficiencies in excess of \$100 million.
- Participated in the development of Incentive Compensation Plans for 2008, 2009 and 2010.

Director SEC Reporting

2007 - 2010

Responsible for the timely and accurate filing of all required SEC financial reports. Member corporate Disclosure and Enterprise Risk Management committees and a participant in the corporate Audit Committee.

Preparation of various Registration Statements, including the Form 10 related to the spin-off transaction. Managed the corporate internal audit and Sarbanes-Oxley 404 compliance teams.

Metrocities Mortgage Corp.

Sherman Oaks, California

Chief Financial Officer

2006 - 2007

Responsible for financial management of a mortgage banking company (both retail and wholesale operations) with revenues over \$80 million and loan originations of \$5.7 billion.

Effectively managed warehouse lending relationship with four warehouse lenders, maintained funding capacity through turbulent market conditions. Played a significant role in the resolution of loan repurchase claims.

Assisted in capital raising initiatives as well as overall marketing of the company, which lead to the successful acquisition of the company by a private equity firm.

Assisted in managing the company through significant market uncertainty. Effectively identified and implemented cost control initiatives that allowed the company to survive in spite of adverse market conditions.

Developed presentation materials for Board of Directors meetings and participated in all Board meetings.

Daily responsibility for corporate functions, including treasury (including warehouse lending arrangements), finance and accounting, human resources, information technology, quality control, post closing and recruiting. Also, indirect responsibility for the capital markets and secondary marketing departments.

PricewaterhouseCoopers LLP

Los Angeles, California

Partner, Audit & Business Advisory Services Group

1988 - 2006

Overall client service responsibility for a wide-range of public and private clients, ranging from Fortune 500 companies to mid-cap entities. Engagements on large SEC and multi-national private clients in the mortgage finance and consumer finance, investment, real estate and information services companies.

Planned and administered full scope audit and quarterly review engagements, including coordinating work with engagement teams in participating offices and other disciplines within the firm.

A Sarbanes-Oxley quality assurance partner for the West Region. Provided clients with recommendations for improving accounting and operational systems and procedures, to implement Section 404 of Sarbanes-Oxley.

Drafted financial statements and disclosures for both public and private companies. Participated in the preparation of SEC filings including initial and secondary public offering documents (i.e., Forms 10-K, 10-Q, 8-K, S-1, S-3, and S-4). Developed Technical skills in diverse areas. Assisted clients in implementing a wide-range of new accounting standards. Participated in consultations with the firm's National Office on high-risk transactions.

Assisted in analyzing various business combinations and acquisitions. Participated in the implementation and reengineering of accounting and operational systems and processes.

Demonstrated effective client service and interpersonal skills through interactions with executive personnel and board of directors. Managed large engagement teams that included a wide-range of diverse personalities. Consistently ranked in the 90+ percentile in relational attributes measured through upward feedback from subordinates and was consistently viewed as a strong counselor/mentor staff.

Education

University of California, Los Angeles, M.B.A., Fully Employed 1996

B.S., Accounting, Santa Clara University 1988

Certified Public Accountant, California

Philip B. Wolfson

10227 Sherman Grove Avenue
Sunland, CA 91040
Phone: 818-951-8131
E-mail: philip.wolfson@greendot.org

Education and Credentials

- *Clear Administrative Service Credential*, 2008
- *Preliminary Administrative Services Credential*, 2004.
- *Master of Arts in Special Education*, Mild/Moderate Disabilities; California State University Los Angeles, Los Angeles, California, 2003.
- *Mild/Moderate Disabilities Education Specialist Credential*; California State University Los Angeles, Los Angeles, California, 2001.
- *Clear Cross-Cultural, Language and Academic Development Certificate*, 1994.
- *Multiple Subjects Teaching Credential*; Occidental College, Los Angeles, California, 1992.
- *Bachelor of Arts*; Occidental College, Los Angeles, California, 1991.

Professional Experience

- ***Special Education Program Administrator***, Green Dot Public Schools, July 2008 – present

Coordinated special education services, supports, and programs for 6 Green Dot schools in the Locke High School cluster. Supported teachers and school site administrators to ensure IEP compliance, implement LAUSD SELPA policies and procedures, and to establish and implement supports for students with IEPs. Developed and implemented professional development trainings for general education and special education teachers, paraprofessionals, administrators.

- ***Special Education Compliance Specialist***, Division of Special Education, Los Angeles Unified School District, October 2004 – June 2008

Assisted Division of Special Education, Local Districts, and school site administrators to ensure compliant special education programs; reviews school's special education programs for compliance with State and Federal laws and District policies and procedures; created and implemented professional development for Local Districts and school sites; developed and narrated web-based professional development for the District; planned strategies for Local Districts and schools to achieve the outcomes of the Modified Consent Decree; investigated complaints related to special education compliance; provided technical support to schools to improve the development and implementation of special education programs; supports Due Process with Informal Dispute Resolution; and facilitates IEP meetings.

- ***Special Education Program Specialist***, District I and Support Unit Central-West, Los Angeles Unified School District, November 2002 – September 2004.

Supported schools with providing special education services; facilitated IEP meetings; conducted professional development on special education topics; and coordinated placements for students with disabilities.

- **Special Education Teacher**, Graham Elementary School, Los Angeles Unified School District, Resource Specialist Program and Special Day Program, September 1999 - November 2002. Served as Special Education coordinator which included the following duties: planned IEPs for school, maintained calendar, monitored compliance with special education laws, and provided support for special education teachers.
- **Teacher**, Graham Elementary School, Los Angeles Unified School District, General Education, Grades 1-6, August 1992 - July 1999.

Professional Activities in Special Education

- **Premier Behavior Intervention Case Manager (BICM)**, April 2008. Qualified to lead discipline teams to conduct Behavior Assessments and provide training on Behavior Support Plans and Behavior Analysis.
- **Instructor**, California State University Los Angeles, EDSP 552 Teaching Students with Reading and Writing Disabilities I and EDSP 489 Demonstration of Instructional Competencies, Fall 2004 – Spring 2007.
- **Support Provider**, California State University Los Angeles and California State University Dominguez Hills Special Education Intern Program, July 2001 – June 2003.
- **Mentor Teacher**, Graham Elementary School, July 2001 - June 2002. Advised mentees on school administrative procedures, modeled instructional practices for mentees and supported them in areas of need such as classroom management, instruction, assessment, and accommodating for exceptional students.

Other Professional Activities

- **Co-chair of School Leadership Council**, Graham Elementary School, 1999-2001.
- **Science Committee Co-Chair**, Graham Elementary, 1993-1996, represented school at *UCLA Science Project*, *Urban Science*, and *Project Learning Tree* and *Project Wild* workshops.

Professional Strengths

- Leadership and organizational abilities
- Oral and written communication skills
- Interpersonal communication skills
- Problem solving, negotiation, and conflict resolution skills
- Proficient in data analysis systems and database software (Microsoft Excel, FileMaker)
- Proficient in software for professional development (PowerPoint, Adobe Captivate, DreamWeaver)

*Curriculum Vitae***Dr. Regula S. Sellards**

**269 Mesa Lila Rd.
Glendale, CA 91208**

Mobile: (408) 910-0235

E-mail: rsellards@me.com

Education

BRANDMAN (CHAPMAN) UNIVERSITY, IRVINE, CA

Ed. D. Organizational Leadership, 2015

Dissertation: *Pedagogy and Successful Practices in Dual Language Education*

SAN FRANCISCO STATE UNIVERSITY, SAN FRANCISCO, CA

MBA (Masters of Business Administration), 2004

Thesis: *Waste Reduction and Pollution Prevention in the Hospital Industry*

UNIVERSITY OF ZURICH, SWITZERLAND

Secondary Teaching Degree – English as a Second Language, 2001

UNIVERSITY OF CALIFORNIA SANTA CRUZ, SANTA CLARA, CA

Certificate in International Marketing and Business, 1999

CAMBRIDGE UNIVERSITY, CAMBRIDGE, ENGLAND

Certificate of Proficiency in English, 1996

COLLEGE OF HEALTH EDUCATION AND HOME ECONOMICS, ZURICH,
SWITZERLAND

Primary Teaching Degree, 1990

VITAL SMARTS, VISALIA, CA

Crucial Conversation Workshop, 2010

Teaching / Instructional Experience

CALIFORNIA PUBLIC SCHOOLS AND JUNIOR COLLEGES

Consulting Instructor, 2007 – present

Training workshops on government programs and software implementation focused on special needs programs and reimbursements

SWISS FEDERAL INSTITUTE OF TECHNOLOGY (ETH)

Adjunct Faculty, 1995 – 2001

Department of Health Sciences and Technology: Courses in Health Science and Nutrition

SWISS SCHOOL SYSTEM, ZURICH, SWITZERLAND

Tenured Teacher / Adult Educator 1990-2001

- Developed lesson plans and taught basic and advanced English as a second language, instructed classes in health and nutrition
- Educated adults at the prominent Community Center in Zurich
- As a mentor teacher, improved performance of teachers in training by coaching, demonstrating suitable teaching techniques and methods, and providing constructive feedback
- As Vice President of teachers' group, led projects with government organizations revealing educational needs, resulting in development and implementation of numerous new programs
- Organized and managed special events, all of which attained excellent customer satisfaction ratings and return rates

Business Experience

MEDICAL BILLING CONSULTING, INC., VISALIA

Client Services and Account Manager / Consultant, 2007 - present

- Provide customized service to existing and new client base to assist and streamline the implementation of comprehensive federal reimbursement programs in California schools.
- Lead associates in providing account analysis, counseling and administrative service for school districts seeking to maximize recovery of federal funds
- Coach school administrators in complying with documentation requirements to secure qualification for these programs
- Supervise and train field personnel in program knowledge and client service

LECTURA, INC., SOUTH PASADENA, CA

Project Manager & Marketing Executive, 2005-2006

- Evaluated and redesigned training programs and updated curricula for staff development for parent involvement with English learners
- Conducted market research and developed marketing programs, promotions, and advertising strategies

PROMATCH, SUNNYVALE, CA

Manager of Training and Development, 2005

- Provided training in networking, resume writing, and interviewing skills to assist C-level executive candidates in developing successful job search strategies

ALTA BATES SUMMIT MEDICAL CENTER, OAKLAND, CA

Project Manager, 2004

- Brought in as intern for an environmental consulting agency serving the health care industry; promoted to Project Manager within three months
- Developed strategies for reducing waste and cost for member hospitals and medical centers
- Identified and recovered overcharges by service providers

LEARNING ASSISTANCE CENTER, SAN FRANCISCO, CA

Office Manager / Tutor, 2002-2004

- Oversaw all office operations including payroll, office supply inventory, customer communication and assigning caseload for tutors
- Assessed needs and provided education in English and Writing for multicultural students

Presentations and Publications

Sellards, R. (2016). Best Pedagogical Practices in Dual Language Classrooms. Conference Presentation for California Association of Bilingual Education. March 2016, San Francisco, CA.

Sellards, R., Block, N. & Schneider, S.H. (2015). Effective dual immersion school transitions: An expert panel synthesis. *Dual Language Research and Practice Journal*. (under submission)

Sellards, R. (2015). "Bilingual Mother Dedicates Dissertation to Twin Sons." Article for CABE (California Association of Bilingual Education).

Sellards, R. (2015). *Pedagogy and Successful Practices in Dual Language Programs* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3689317)

Professional Affiliations and Community Service

International Studies Language Academy, Charter School Development, Glendale
Board of Director, 2015

Toastmasters, International: Burbank, CA
Member: 2006 – present
President: 2007 – 2009

St. Francis Center: Los Angeles, CA
Volunteer, Poverty Alleviation, 2013

Academic and Professional References

Jeneane Prince, Ed.D.

Doctoral Cohort Mentor and Instructor, Brandman University

Address: 2785 State Street, Corona, CA 91741

Tel: (714) 343-1936 **Email:** jprince@brandman.edu

Stephanie H. Schneider, Ph.D.

Dissertation Chair, Brandman University

Address: 10691 Quadrille Pl., North Tustin, CA 92705

Tel: (949) 294-0377 **Email:** InsightC@cox.net

Josh Adams

Dean II, Business and Professional Studies, Santa Rosa Junior College

Address: 1501 Mendocino Ave. Santa Rosa, CA 95401

Tel: (707) 333-7222 **Email:** jadams@santarosa.edu

Chris Gocke

Solutions Advisor and former Director of Sales & Marketing, Medical Billing Technologies, Inc.

Address: 5810 Stewart Ave. Visalia, CA 93291

Tel: (559) 786-1877 **Email:** chris@ed-link.org

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

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

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

ARTICLES OF INCORPORATION (CONTINUED)
FOR
INTERNATIONAL STUDIES LANGUAGE ACADEMY,
a California Nonprofit Public Benefit Corporation

RECEIVED
FEB 24 2016
BY:

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:

InCorp Services, Inc.
5716 Corsa Ave., Suite 110
Westlake Village, CA 91362-7354

ARTICLE IV. CHARITABLE AND PUBLIC PURPOSES

This corporation is organized exclusively for charitable and educational purposes within the meaning of Sections 170(c)(2) and 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.

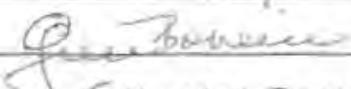
ARTICLE VII. DISTRIBUTION OF ASSETS UPON DISSOLUTION

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, Taxation Code Section 214, and Internal Revenue Code section 501(c)(3).

ARTICLE VIII. MEMBERSHIP

This corporation has no members.

Dated: Sept 1 2015


GILLIAN BONACCI, Incorporator

3825653

ARTS-PB-501(c)(3) Articles of Incorporation of a Nonprofit Public Benefit Corporation

To form a nonprofit public benefit corporation in California, you can fill out this form or prepare your own document, and submit for filing along with:

- A \$30 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you drop off the completed form or document.

Important! California nonprofit corporations are not automatically exempt from paying California franchise tax or income tax each year. A separate application is required in order to obtain tax exempt status. For more information, go to https://www.ftb.ca.gov/businesses/exempt_organizations or call the California Franchise Tax Board at (916) 845-4171.

Note: Before submitting this form, you should consult with a private attorney for advice about your specific business needs.

FILED *OH*
SECRETARY OF STATE
STATE OF CALIFORNIA

IPC SEP 14 2015

R

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/bc/filing-tips.htm

Corporate Name (List the proposed corporate name. Go to www.sos.ca.gov/business/bc/availability.htm for general corporate name requirements and restrictions.)

① The name of the corporation is International Studies Language Academy

Corporate Purpose (Item 2a: Check one or both boxes. Item 2b: The specific purpose of the corporation must be listed if you are organizing for "public" purposes, or if you intend to apply for tax-exempt status in California.)

- ② a. 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: public purposes. charitable purposes.
- b. The specific purpose of this corporation is to Charter School - Education

Service of Process (List a California resident or an active 1505 corporation in California that agrees to be your initial agent to accept service of process in case your corporation is sued. You may list any adult who lives in California. You may not list your own corporation as the agent. Do not list an address if the agent is a 1505 corporation as the address for service of process is already on file.)

③ a. InCorp Services, Inc.

Agent's Name

b. CA
Agent's Street Address (if agent is not a corporation) - Do not list a P.O. Box City (no abbreviations) State Zip

Corporate Addresses

④ a. 10401 Margate St. North Hollywood CA 91601
Initial Street Address of Corporation- Do not list a P.O. Box City (no abbreviations) State Zip

b. _____
Initial Mailing Address of Corporation, if different from 4a City (no abbreviations) State Zip

Additional Statements (The following statements are required to obtain tax exemption from the Internal Revenue Service or the California Franchise Tax Board under Internal Revenue Code section 501(c)(3). Note: Corporations seeking other types of tax exemptions should not use this form.)

- ⑤ a. This corporation is organized and operated exclusively for the purposes set forth in Article 2a hereof within the meaning of Internal Revenue Code section 501(c)(3).
- b. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
- c. The property of this corporation is irrevocably dedicated to the purposes in Article 2a hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.
- d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or 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, educational and/or religious purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

This form must be signed by each incorporator. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are made part of these articles of incorporation.

Gillian Bonacci
Incorporator - Sign here

Gillian Bonacci
Print your name here

Make check/money order payable to: Secretary of State
Upon filing, we will return one (1) uncertified copy of your filed document for free, and will verify the copy upon request and payment of a \$5 certification fee.

By Mail
Secretary of State
Business Entities, P.O. Box 944260
Sacramento, CA 94244-2600

Drop-Off
Secretary of State
1500 11th Street, 3rd Floor
Sacramento, CA 95814



**Secretary of State
Business Programs Division**

Business Entities, 1500 11th Street, 3rd Floor, Sacramento, CA 95814

Welcome to California

Congratulations on the registration of your corporation with the California Secretary of State. California law requires corporations to keep their public record updated by filing information with the California Secretary of State.

Required Statement of Information

Required Filing Timelines

Domestic (formed in California) stock corporations must file a complete Statement of Information (Form SI-200) within the first 90 days of filing the Articles of Incorporation, and then each year after that before the end of the month of incorporation.

Domestic (formed in California) nonprofit corporations must file a complete Statement of Information (Form SI-100) within the first 90 days of filing the Articles of Incorporation, and then every 2 years after that before the end of the month of incorporation. In addition, any nonprofit corporation formed to manage a common interest development under the Davis-Stirling Common Interest Development Act or the Commercial and Industrial Common Interest Development Act also must file a Statement by Common Interest Development Association (Form SI-CID) with their Statement of Information.

Foreign (formed outside of California) corporations must file a complete Statement of Information (Form SI-350) within the first 90 days of filing the Statement and Designation by Foreign Corporation and then each year after that before the end of the month of the California registration date.

Filing Services

For fastest service, the required Statement of Information for most corporations can be submitted using our online filing service at <https://businessfilings.sos.ca.gov/>. Payment must be made by credit card (Visa® or MasterCard®) when filing online. A free PDF copy of the submitted Statement of Information will be returned electronically following confirmation of payment, if an email address is provided.

Statements of Information submitted on paper can be mailed or delivered in person (drop off) to the Sacramento office, but the processing time is longer. Current processing times for paper documents may be found at www.sos.ca.gov/business-programs/business-entities/processing-times.

Additional information regarding Statements of Information, including forms, instructions and current fees are available at www.sos.ca.gov/business-programs/business-entities/statements.

Reverse Side

Please see reverse side of this document for important information regarding your newly registered corporation.

Stock Corporations

Filing Articles of Incorporation pursuant to California Corporations Code section 200 does not of itself authorize the use of a corporate name in California in violation of the rights of another who may have acquired rights to the use of the name by reason of the following laws:

- Federal Trademark Act
(United States Code, Title 15, section 1051 et seq.)
- California Model State Trademark Law
(Business and Professions Code section 14200 et seq.)
- California Fictitious Business Name Law
(Business and Professions Code section 17900 et seq.)
- Common law rights, including rights to a trade name

If you have any questions regarding such rights, please consult a private attorney.

Nonprofit Corporations

Nonprofit corporations in California are not automatically exempt from paying California franchise tax or income tax every year. For information about tax requirements and/or applying for tax exempt status, please contact the appropriate taxing agency, listed below. If you are a domestic nonprofit public benefit corporation our office has forwarded a copy of your Articles of Incorporation to the Office of the Attorney General in compliance with California Corporations Code section 5120(d).

Other Business Information and Resources

All business entities are subject to state and federal tax laws. You may wish to contact the following agencies to assist you with these issues:

- Internal Revenue Service – www.irs.gov or call (800) 829-1040 for forms and issues concerning Federal tax, employer identification numbers, subchapter S elections
- Franchise Tax Board – www.ftb.ca.gov or call (800) 852-5711 for forms and issues concerning franchise tax and state income tax requirements
- State Board of Equalization – www.boe.ca.gov or call (800) 400-7115 for forms and issues concerning sales taxes or use taxes
- Employment Development Department – www.edd.ca.gov or call (800) 300-5616 for forms and issues concerning employment and payroll taxes

Please refer to www.sos.ca.gov/business-programs/business-entities/resources for a list of other agencies you may need to contact to ensure proper compliance with the laws of the State of California. Please be aware that the California Secretary of State does not license corporations. For licensing requirements, please contact the California city and/or county where the principal place of business is located and/or the state agency, or board with jurisdiction over the activities of the corporation in California.



**Secretary of State
Business Programs Division**

Business Entities, 1500 11th Street, 3rd Floor, Sacramento, CA 95814

Customer Alert – Misleading Certificate of Status Solicitations

Letters are being sent to businesses registered with the Secretary of State directing them to submit \$49.50, respond by a certain date, complete a form, and send the money and documentation to a private entity named "California State Corporations." According to the letter, California State Corporations will provide a "certificate of status." However, these Certificates of Status are fraudulent because only the Secretary of State can issue a Certificate of Status. An example of the form and fraudulent "certificate of status" are available through our website at www.sos.ca.gov/business-programs/customer-alerts/alert-misleading-solicitations.

A certification of the entity's status, also known as the Certificate of Status, only can be issued by the Secretary of State who is the official custodian of business entity records for the State of California. The fee for this certificate is \$5.00. The private entity has no affiliation or authorization to act on behalf of the State of California or the Secretary of State and is illegally issuing fraudulent Certificates of Status for entities registered with the California Secretary of State.

An official Certificate of Status can be obtained by submitting a request to the California Secretary of State's Sacramento office either in person or by mail. Instructions and fees for ordering a Certificate of Status can be obtained through our website at www.sos.ca.gov/business/be/information-requests.htm.

These solicitations are not being made by the California Secretary of State's office and are not being made by or on behalf of any governmental entity. Although a business entity can use an intermediary to submit filings, request a certificate of status, and pay fees to our office, no business is required to go through another private entity in order to obtain documents or certificates from the Secretary of State's office and no private entity can issue these documents.

Action for Fraudulent Letters

California businesses that receive one of these fraudulent solicitation letters or that have paid the company and received a fraudulent certificate should submit a written complaint along with the entire solicitation (including the solicitation letter, the outer and return envelopes, and all related documents if available, and a copy of the fraudulent certificate) to the California Attorney General, Public Inquiry Unit, P.O. Box 944255, Sacramento, California 94244–2550. A complaint form, which can be completed online and printed to mail, is available on the California Attorney General's website at www.oag.ca.gov/consumers.

Don't Forget The Attorney General's Office



You've just incorporated as a charity.

You still have very important steps to take involving the Attorney General's Registry of Charitable Trusts.

✓ YOU MUST REGISTER YOUR CHARITY WITH THE ATTORNEY GENERAL'S OFFICE

To operate in California, you must register your charity with the Attorney General's Registry of Charitable Trusts within 30 days of receiving donations, property or other assets. Instructions available on the Attorney General's web site.

✓ YOU MUST FILE PERIODIC WRITTEN REPORTS EACH YEAR

All charities registered with the Attorney General's Office must file the Annual Registration Renewal Fee Report (RRF-1) each year and, if applicable, submit required IRS Form 990 financial reports. Registration renewal fees are based on a sliding scale according to the charity's annual gross revenue. Forms and Instructions available on the Attorney General's web site.

✓ YOU MUST OBTAIN ATTORNEY GENERAL APPROVAL FOR SPECIFIC TRANSACTIONS

Charities must obtain Attorney General approval for loans to officers, conversions from nonprofit to for-profit status and dissolution of the public benefit corporation. Instructions available on the Attorney General's web site.

✓ CHECK FOR ATTORNEY GENERAL UPDATES

www.oag.ca.gov/charities

Resources Available on the Attorney General's Charities Web Site

- ▶ Guide for California Charities
- ▶ Guide to the California Nonprofit Integrity Act of 2004
- ▶ Frequently Asked Questions
- ▶ Instructions for Registration/Reporting Forms for Charities
- ▶ Instructions for Registration/Reporting Forms for Fundraisers
- ▶ Instructions for Registration/Forms for Fundraising Counsels
- ▶ Instructions for Registration/Reporting Forms for Raffles
- ▶ Model Contract for Charities Using Commercial Fundraisers
- ▶ Guide For Dissolving A Charity
- ▶ Charities Search

Charities with Questions, Contact the Registry of Charitable Trusts
(916) 445-2021 or use the e-mail form on the Attorney General's Charities web site