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As the lead petitioner, I, Angie R. Sims, hereby certify that the information submitted in this petition for a California public charter school named Los Angeles International Charter School ("LAI"), located in the city of Hermon, a community near Highland Park, CA is true to the best of my knowledge and belief. I understand that if awarded a charter, LAI follow all federal, state, and local laws and regulations that apply, including, but not limited to:

1. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
2. The Charter School shall not charge tuition, or fees, for educational activities. [Ref. Education Code Section 47605(d)(1)]
3. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 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 association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
4. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
5. The Charter School will be deemed the exclusive public-school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605(b)(5)(O)]
6. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
7. The Charter School will admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 3 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [ref. Education Code Section 47605(d)(A)-(C)]
8. The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
9. The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(I)]
10. The Charter School will always maintain all necessary and appropriate insurance coverage.
11. The Charter School shall comply with the Ralph M. Brown Act.
12. The Charter School shall comply with the Political Reform Act.
13. The Charter School shall comply with all applicable portions of the elementary and Secondary Education Act.
14. The Charter School shall comply with the Public Records Act.
15. The Charter School shall comply with the Family Educational Rights and Privacy Act.
16. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
17. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

18. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)] 4

19. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. California Education Code Section 47605(c)]

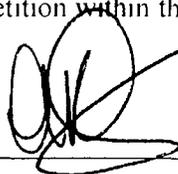
20. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

21. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

22. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

23. The Charter School embraces Section 47601 of the Education Code which establishes the intent of the Legislature to establish and maintain charter schools as a method to accomplish all the following:

- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Improve pupil learning.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.
- Hold charter schools accountable for meeting measurable pupil outcomes and provide schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public-school system to stimulate continual improvements in all public schools.



“A description of the educational program of the school, designed, among other things, to identify those pupils whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed Code §47605.6 (A)(i)

Mission Statement

The mission of the Los Angeles International Charter School (LAI) is to close the achievement gap and to provide all students with the opportunity for a world-class, college-preparatory education and to graduate leaders who are prepared to succeed in the nation’s top universities and be productive citizens.

Los Angeles International Charter School



Continued Progress Ensured Success

CHARTER PETITION PRESENTED TO CHARTER SCHOOL OFFICE

LOS ANGELES COUNTY OFFICE OF EDUCATION

November 9, 2018

FOR CHARTER RENEWAL

Angie R. Sims

Lead Petitioner

“A Private School Education for a Public-School Cost: Free”

Executive Director, Los Angeles International Charter School

BOARD OF DIRECTORS

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Private School Administrative Assistant

Noreen Arimura
Infant Hearing Screening Specialist

Michael Baslee
District School Administrator

William Flores
LAI Class of 2016, Entrepreneur

School Contact Phone Number: (323) 257-1499
625 Coleman Ave. Los Angeles, CA 90042

Website: www.laicharter.org

Introduction

Los Angeles International Charter School (LAI) is a WASC Accredited, small learning community with high academic expectations located on a beautiful 7-acre site in which LAI has leasing access to 2 acres. Since being renewed through the Los Angeles County Office of education (LACOE), LAI has actively worked to increase student programming and performance. As schools no longer participate in API scored exams, LAI has been putting in place support classes and curriculum to assist students in success with the SBAC exam. We have shown slow growth but have shown a tremendous increase in the almost met category with an increase in the SPED population tested. This indicates that our strategies are successful for student improvement. LAI is continually looking for additional supplements to increase academic knowledge and performance. To ensure this increase, LAI has developed a rigorous academic program in which students participate in College Preparatory Classes (CP) in which they are given skills at each grade level to prepare them for college and beyond. As of 2018, students began taking Honors classes in the 9th grade and Advanced Placement Classes in the 10th grade. LAI now offers Math and English Intervention for any student struggling in those areas, our EL population and our Special Education population. Each of our highly qualified teachers dedicate at least one hour per week after school for direct tutoring and academic support; and our after-school program provides tutoring five days per week for additional support.

Los Angeles International Charter School opened its doors in 2015 as a high school and, with a name change to Los Angeles International Charter School (LAI) will introduce 6th grade in 2019-2020, adding 7th grade 2020-2021 and 8th grade 2021-2022. A description for the middle school component, annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities as described in subdivision (d) of Section 52060 that apply all grade levels served, or the nature of the program operated, by the charter school, and specific annual priorities, and the specific annual actions to achieve those goals.” Ed. Code 47605(b)(5)(A)(ii).

Academic Calendar and Schedules

The Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulation, title 5, section 11960.

Analysis and Reflection

LAI is currently serving grades 9-12. Enrollment has been decreasing due to the limitations of the land and its location. LAI is in Los Angeles in an area of Hermon where only two schools are in operation. One school is LAI and the other is Bushnell Way Elementary School; with no middle school in the community. Hermon is a middle-class area with a median income of 68k and up. As LAI has begun losing enrollment, parent surveys and calls reveal that location is the primary factor. Parents with students in both middle and high school are struggling to transport their students attending the nearest middle school of Luther Burbank to LAI, as it is 2.1 miles away. Many parents are not mobile. Thus, parents are choosing to enroll their students in high schools that are local to middle schools such as: Franklin High School (across the street from Luther Burbank) and Academia Avance Charter School which has both a middle and high school. The middle school component allows for convenience for the parents, increase enrollment and will help raise Academic Achievement on CAASPP.

LAI is confident that growing the middle school with the values, culture and with a rigorous college preparatory program, these students will seamlessly matriculate to the high school program and show great academic success.

In 2017, 94% of the graduated students were accepted in to a four-year college/university. In 2018, 98% of the graduated students were accepted in to a four-year college/university. The goal is for 100% of the graduated students to be accepted in to a four-year college/university, with most of the population securing scholarships and grants.

Evidence for renewal of LAI Charter

EC Chapter 5. California Assessment of Academic Achievement section 60640 summarizes that the CAASPP system was established to replace the STAR program. This test was designed to measure student knowledge, and schools with designated testing grade levels should show academic growth on these exams.

Chart 1: LAI Academic Performance

**Academic Performance of Charter School
Three Year Comparison of Student Performance and Progress (CAASPP)**

Year	ELA (% Met or Exceeded)								Math (% Met or Exceeded)							
	All	SED	AA	Hisp	SWD	EL	FY	HY	All	SED	AA	Hisp	SWD	EL	FY	HY
2016	52	55	0	51	---	---	---	---	52	14	0	12	---	---	---	---
2017	41.1	34.9	0	42.5	---	---	---	---	8	4.76	0	6.52	---	---	---	---
2018	48.9	50	---	47.7	---	---	---	---	8.51	9.38	---	6.82	---	---	---	---

“---”no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth
Source: caaspp.cde.ca.gov

LAI is not only committed to the increase of CAASPP growth, but also the increase in Advance Placement (AP) test performance as indicated below. While CAASPP is a newly implemented test and students are still being acclimated to the testing format, math and English intervention classes were put in place to support struggling students, EL students and the special education population of students. The above chart shows the data from 2016-2017; however, much of the data is unavailable on the caaspp.cde.ca.gov system. To protect students with disabilities, CAASPP places an asterisk (*) if less than 11 students in the Disabilities category tests. They also did not report our AA students or EL student data. To ensure proper cross referencing and accuracy of the data, LAI has also referred to the TOM CAASPP site; however, those figures are not represented in the charts above.

2016 (ELA)

13% Exceeded Standard
38% Met Standard
23% Nearly Met

2017 (ELA)

7.84% Exceeded Standard
33% Met Standard
24.45% Nearly Met

2018 (ELA)

10.64% Exceeded Standard
38.30% Met Standard
25.53% Nearly Met

2016 (Math)

0% Exceed Standard
12% Met Standard
28% Nearly Met

2017 (Math)

0% Exceeded Standard
8% Met Standard
16% Nearly Met

2018 (Math)

0% Exceeded Standard
8.51% Met Standard
21.28% Nearly Met

When analyzing the data, we can see that there was a decline in performance in 2017 and then a small climb in performance in 2018. During the 2016-2017 school year students were met with a turnover in staff and administration, and the death of a student during the LAUSD all call for a bomb threat. The LAI community suffered greatly over the next year, but the new administration and staff made great efforts to continue providing a stable environment and get the students back on target. All stakeholder had to analyze the program and make significant changes as the EL population and the Students with Disabilities (Special Education) population grew. This meant students would now take Reading and Math Intervention courses, a newly designed after school tutoring program, redesigned test prep workshops and one-to-one assistance with the counselor and resource teacher. 2017 was a year of great challenge as we implemented these new strategies and we met with some decline as the students acclimated. LAI's number of enrolled and tested Special Education and English Learners also grew.

When analyzing the data in 2017, the scores, without including students with disabilities, 45.6% of the students met and exceeded standards in ELA. In math, 8.89% met and exceeded standards. This shows a significant increase in that there was less than half of the EL and Special Education students that tested the year prior.

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When analyzing the data in 2018, the scores, without including students with disabilities, 47.5% of the students met and exceeded standards in ELA. In math, 10% met and exceeded standards. This also shows there was an increase in performance with the strategies that were put in place.

Thus, for the 2018-2019 school year, LAI implemented standards-based testing once per month and a fall CAASPP practice test for grades 9-11 and a Spring CAASPP practice test for grades 9-11. This practice, along with monthly benchmarks that mimic the CAASPP, done via Illuminate Testing Software will give all stakeholders a better understanding of where to bridge the gap to ensure students are performing better.

English is doing a slow climb but is not decreasing. Math is the trouble area. However, there was still a significant gain between 16% to the 22 %. In 2016, only 4 students that tested were Special Education. In years prior to 2016, only 1 Special Education student was tested historically. In 2017, that number doubled, and this group of students are lower performing due to their academic and emotional delays. In 2016, 1 student Autistic, 1 Hearing Impaired, 1 Health Impaired, 1 Learning Disability and 0 EL students. In 2017, 3 students Autistic and 4 students with Specific Learning Disability, and 6 EL students. In 2018, there were 9 students that tested with Specific Learning Disability, and 1 Autistic student, there were 6 EL students tested. With regard, we can prove that we are still showing gains with double the number of students in the SPED and EL population testing.

LAI is also showing gains in the AP testing category. In 2017, 10 students tested in AP Spanish and no students passed. In 2018, seven (7) students tested in AP Spanish and 5 students passed with a score of 3 or higher.

2016 2017 2018
Los Angeles International Charter School
(054121)

Total AP Students	40	14	20
Number of Exams	69	16	30
# of AP Students with Scores 3+	7	0	6
% of Total AP Students with Scores 3+	17.5%	0	30%

In 2017 10 students tested in AP English and no students passed with every student scoring a 1. In 2018 the number of tested students increased to 12, again no student passed; however, significant growth was shown in that only 2 students scored a 1, while the other 10 students scored a 2. Growth is slow but steady and LAI is confident that the intervention classed, rigorous AP courses and the introduction of Honors in the 9th grade curriculum are supporting this growth. In the middle school grades, students will begin prepping for exams in grade 6.

Goals of the Program

LAI’s goal is for all students to become active, enthusiastic, and self-regulated learners who use their unique talents and intelligences to empower themselves and others. LAI graduates will have polished presentation skills; a deep knowledge of the cultures around them, and of the world outside of Los Angeles; an expansive academic background, and the ability to apply their knowledge critically and problem solve.

LAI is committed to continual improvement. A primary vehicle for improvement involves comprehensive, on-going professional development for all LAI staff and other contributing community members. The professional development program at LAI is designed to make data-driven decisions regarding instruction and programming, proactively close achievement gaps, and contribute to the continual improvement of the school.

Unique Achievements

What makes LAI different from other schools in our area is that learning at LAI is life-long, collaborative, and occurs in a safe, supportive environment. Within this environment, administrators, teachers, and parents closely monitor student progress to ensure success for all. LAI employs our alumni in our after-school program and has implemented a tracking program to track our college students.

In June of 2013 LACOE awarded LAI with recognition for Academic Improvement; when LAI increased its API by 42 points. In November of 2017 LAI received a US News & World Report plaque for Best High School Ranking in our area. LAI was awarded the MTSS grant of \$25,000 in 2017. Also, in 2017, LAI was awarded an SSP grant of \$35,000 to begin Business and Entrepreneurship classes. At the close of the year, due to the success of the program, LAI was approved for an additional grant of \$110,000 to be awarded in 2018. LAI is the only school in the community with an on-ground business (t-shirt) that is currently seeking LLC.

LAI's after school program also awarded the school with a \$20,000 grant to replace the old Dell computers in the lab with brand new Apple computers that will assist the Graphic Design and Animation classes with their projects.

LAI offers a unique opportunity for International students. Students on a J1 Visa can come to LAI in their senior year of high school and complete their education; thus, receiving a diploma from an American school. Students that have immigrated to the Los Angeles area, or have dual citizenship are afforded the opportunity to complete all four years successfully obtaining a diploma.

LAI's middle school student's curriculum will include an International Studies course and an Exploratory Wheel where students will take Reading Intervention (6th), Math Intervention (7th) and Life Skills (8th).

Whom LAI Will Educate

The school site for LAI is a 2-acre facility located at 625 Coleman Ave. Los Angeles, California, 90042. This area is within the boundaries of the Los Angeles Unified School District, specifically in Northeast Los Angeles. LAI serves local and surrounding communities including Hermon, Highland Park, Cypress Park, Mount Washington and El Sereno. All these communities are located within the physical boundaries of the Los Angeles Unified School District within the Los Angeles County.

LAI currently serves 150 students during the 2018-2019 school year and anticipates growing to 200 by 2019-2020. A large percentage of our student body population has been categorized as one of the target subgroups identified by No Child Left Behind. Most LAI students come from underperforming middle schools in Los Angeles. LAI exists to address the needs of these children and close the achievement gaps between them and their higher achieving peers.

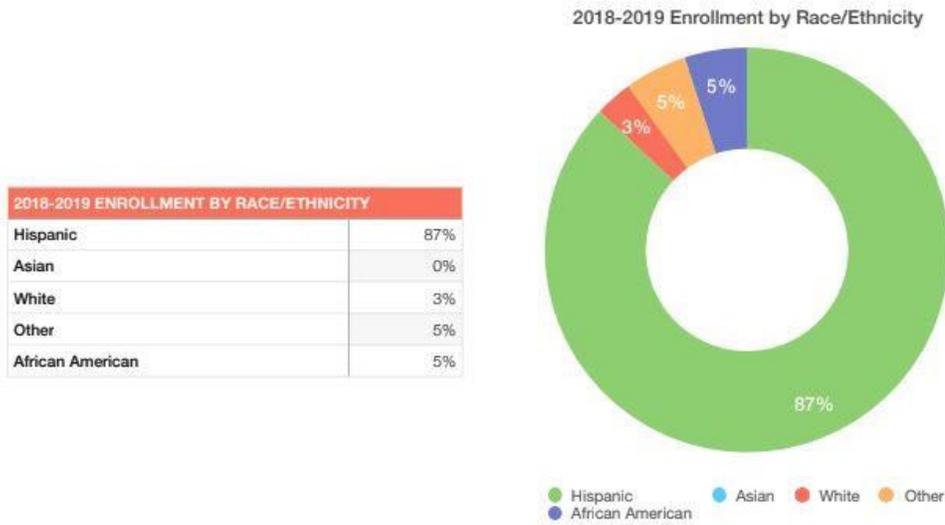
Description of Students Who Attend

The students attending LAI are not limited by any geographic boundaries. In addition, students who attend choose LAI because they want a rigorous academic setting that will prepare them to attend four-year Colleges or universities.

The racial make-up of the area surrounding the school is 87% Hispanic, 3% white, 5% African-American, 0% Asian and 5% other (Pacific Islander, Filipino, Native American). Economically, 80.9% of the students qualify for free or reduced lunches.

Chart 2: 2018-2019 Enrollment by Race/Ethnicity

LAICHS



Student Recruitment and Enrollment

The LAI enrolls students that reflect the surrounding communities. LAI conducts student recruitment activities that are varied, community-based and reaches the targeted population.

LAI actively recruits students whose home attendance area school is a Title 1, Part A School in PI, Years 1-5. These schools include: Burbank Middle School, Nightingale Middle School, El Sereno Middle School, Belvedere Middle School and Franklin, Wilson and Lincoln High Schools. LAI also targets students on J1 Visa.

LAI created a budget for Every Door Direct Mailer and in 2017 sent out 25,000 flyers to the community for enrollment. LAI has partnered with the Hermon Neighborhood Council and attended their fair; as well as partnered with Fresco’s Community Market and attended their fair. LAI will continue to participate in the Holiday parade and are being sponsored by Jose Huizar’s office.

In 2018 LAI revamped the school website and added the enrollment packet, opened social media pages that are updated several times per week, created an information email, and attends local middle school’s high school recruitment fairs.

As distance/location and transportation is an issue for enrollment, LAI is now offering student’s families assistance in purchasing tap cards if they live over a mile away. LAI is also offering family’s assistance with uniforms by providing each newly enrolled student one free uniform shirt.

LAI has teamed up with the after-school program and are allowing 8th grade students of the local middle schools to attend college tours with us over spring break and attend the summer transition program. Students receive a “What Do I Need to Know” and “What Do I Need to Ask My Counselor” packet in the summer specific to each grade level, with a summer reading list.

LAI introduced 11 new electives of student interest, equipped the students with one-to-one technology (Chromebooks), purchased a new mascot and developed a dance/cheer team to represent us when we canvas the neighborhood.

Target Demographics**Chart 3:** Demographic Data for Northeast Los Angeles High Schools (2018-2019)

Demographic Composition of the Charter School			Demographic Composition of the Charter School			Demographic Composition of the Charter School			Demographic Composition of the Charter School			Demographic Composition of the Charter School		
Demographic Categories	Alhambra HS		Demographic Categories	Belmont Senior HS		Demographic Categories	Benjamin Franklin HS		Demographic Categories	Sotomayor HS		Demographic Categories	Woodrow Wilson HS	
	Number Enrolled	% of Enrollment		Number Enrolled	% of Enrollment		Number Enrolled	% of Enrollment		Number Enrolled	% of Enrollment		Number Enrolled	% of Enrollment
Hispanic or Latino	1254	51.2	Hispanic or Latino	844	86.7	Hispanic or Latino	1273	90.5	Hispanic or Latino	217	92.1	Hispanic or Latino	1371	92.1
American Indian or Alaska Native	3	0.1	American Indian or Alaska Native	0	0	American Indian or Alaska Native	9	0.7	American Indian or Alaska Native	1	0.4	American Indian or Alaska Native	6	0.4
Asian	1005	41	Asian	21	2.2	Asian	30	2.1	Asian	5	2.1	Asian	41	2.8
Pacific Islander	1		Pacific Islander	0		Pacific Islander	0	0	Pacific Islander	0	0	Pacific Islander	2	0.1
Filipino	60	2.4	Filipino	42	4.3	Filipino	52	3.7	Filipino	2	0.8	Filipino	4	0.3
Black/African American	26	1.1	Black/African American	24	2.5	Black/African American	13	0.9	Black/African American	2	0.8	Black/African American	32	2.2
White	52	2.1	White	31	3.2	White	27	1.9	White	7	2.9	White	26	1.7
Two or More Races	47	1.9	Two or More Races	11	1.1	Two or More Races	1	0.1	Two or More Races	2	0.8	Two or More Races	6	0.4
Not reported/Other	2	0.1	Not reported/Other	0	0	Not reported/Other	0	0	Not reported/Other	0	0	Not reported/Other	0	

Enrollment for the current 2018-2019 school year is at 150 students. It is anticipated that each grade level will serve approximately 35 to 45 students with an academic pupil/teacher ratio of 20:1. LAI anticipates enrolling 150 students in grades 9-12 for school year 2019-20 and enrolling 30 to 35 students in grade 6. In LAI's last petition, it was anticipated a 300-pupil count. However, in 2016 under previous administration, LAI entered a new least agreement that limited the area of operation from over 7 acres of land to 2 acres of land. The area of operation has been restricted to 13 classrooms. 220-240 students would be the goal. As the middle school grows, LAI is looking to least a separate facility. LAI has entered negotiations with the landowners to extend our useable space.

LAI is also looking to increase our service to the community by offering an Independent Studies Program as an alternative for students that have chronically struggled within the traditional school setting. Some students have found it difficult to return to a traditional school setting after having been home schooled, previously expelled or having spent time in a juvenile facility; or even those that are at or am reaching the age of majority but have not completed their graduation requirements. An Independent Studies program will provide a comprehensive alternative high school educational setting to high-risk youth, which will support students' attainment of a diploma, acceptance to college, or pursuit of a career. This path was chosen due to the decreased average of students in the local district obtaining a high school diploma.

Graduation rates for the surrounding district (LAUSD) in the 2017-2018 school year, the predicted graduation rate was 80%. However, after the federal audit implemented its new graduation rate formula, it yielded that LAUSD's actual rate was 76.1%, with the state rate at 82.7%. LAUSD did not provide their correction for the previous years under this formula and thus it is believed that the percentages are not as high as reported.

LAI is committed to serving these students that are not thriving and being the catch for these students so that there is 100% graduation rate in the underserved areas of Los Angeles. Providing students with the Independent Studies option gives them hope for academic achievement, in a small environment that is safe and desiring of their success. LAI does offer credit recovery courses, and this seems to be helpful for students that are struggling academically but chose the tradition day program. LAI has found much success in offering these courses and get students on target for graduation, on time.

Academic Performance

The high schools that serve northeast Los Angeles are LAI, Alhambra, Belmont, Franklin, Wilson, and Sotomayor. Belmont and Wilson are underperforming LAI, although they have a higher population of students testing. LAI has experienced an increase in enrollment of students from Wilson in the past two years. LAI is also experiencing an influx in enrollment from Franklin as well. The data shows that LAI is not performing much differently than neighboring schools and it appears that math is point of struggle across the board. Although the CAASPP system does not indicate scores for our AA students, Students with Disabilities or our EL students, their performance was included in the overall data disaggregation. When the subgroups were broken down in the TOMS system, we were able to see that our overall performance averaged about 25% higher. If CAASPP would include their data separately, we would be able to have an accurate comparison to the neighboring and like school's performance. However, they were not excluded from the overall percentage; yet CAASPP does not recognize them in the data.

In chart 5, LAI is underperforming in Math and exceeds PUC in ELA, but not the other schools. It also appears there is a greater opportunity for performance as the schools are testing a higher population of students. However, the goal is for LAI to have a 70% met or exceeded rate over the next three years.

Chart 4: Academic Performance of LAI and Neighboring High Schools 2018-2019

**Academic Performance of Charter and Resident Schools
2018 California Assessment of Student Performance and Progress (CAASPP)**

School (Grade)	Grade Levels	% Charter School's Enrollment	ELA (% Met or Exceeded)								Math (% Met or Exceeded)							
			All	SED	AA	Hisp	SWD	EL	FY	HY	All	SED	AA	Hisp	SWD	EL	FY	HY
Los Angeles Charter School	9-12	30	48.9	50	---	47.7	---	---	---	---	8.5	9.38	---	6.82	---	---	---	---
Alhambra High School	9-12	18	64.9	63.3	---	50.4	14.8	17.6	---	---	43.6	41.8	---	15.6	2.4	38.3	---	---
Belmont Senior High School	9-12	23	37.4	36.5	---	35.7	16.7	3.9	---	---	13.6	12.7	---	11.3	16.7	0	---	---
Benjamin Franklin High School	9-12	20	50	51.2	---	49	18.2	7.7	---	---	29.1	29.8	---	27.6	6.25	0	---	---
Woodrow Wilson High School	9-12	21	43	44	---	41.3	19.6	---	---	---	15.9	16.4	---	13	0	---	---	---
Sotomayor High School	9-12	23	55.1	53.2	---	55.3	---	---	---	---	0	4	---	0	---	---	---	---

"—" no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth
Source: DataQuest, caaspp.cde.ca.gov

Chart 5: Academic Performance of LAI and Neighboring High Schools 2018-2019

**Academic Performance of Charter and Similar Comparison Schools
2018 California Assessment of Student Performance and Progress (CAASPP)**

School (Grade)	Grade Levels	ELA (% Met or Exceeded)								Math (% Met or Exceeded)								
		All	SED	AA	Hisp	SWD	EL	FY	HY	All	SED	AA	Hisp	SWD	EL	FY	HY	
Los Angeles International Charter School	9-12	48.9	50	---	47.7	---	---	---	---	8.5	9.38	---	6.82	---	---	---	---	---
International Studies Learning Center Early College High	6-12	85.2	85.9	---	86.2	---	---	---	---	47.7	48.7	---	48.3	---	---	---	---	---
PUC Community Charter Middle and Community Charter Early College High	6-12	53.8	48.2	---	56.1	9.1	---	---	---	52.8	43.9	---	53.1	33.3	---	---	---	---
North Hollywood Senior High	9-12	68.3	62.2	57.2	61.1	25.5	0	---	---	37.2	26.5	0	24.4	4.0	11.5	---	---	---
James A. Garfield Senior High School	9-12	64.6	64.5	---	64.3	14	0	---	---	39.5	39.4	---	39.3	10.2	6.3	---	---	---

"—" no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth
Source: DataQuest, caaspp.cde.ca.gov

Strategies to Increase Performance

- In 2017-2018 LAI implemented a school-wide test prep program for the College Prep courses.
- In 2017-2018 LAI implemented Math and Reading Intervention courses for 11th graders, EL's and Special Education students.
- In 2017-2018 LAI implemented the Illuminate system in which all benchmarks were taken and disaggregated.
- In 2017-2018 LAI implemented student-teacher data reviews. This includes benchmarks, grades, and teacher-made tests.
- In 2018-2019 LAI implemented a school-wide, Spring and Fall CAASPP practice testing schedule. All students except 12th graders take the practice exam.
- In 2018-2019 LAI purchased 30 additional laptops so there can be one-to-one technology for tutoring, intervention and practice testing.
- In 2018-2019 LAI implemented after-school tutoring, Math and English workshops for all EL's, International Students, Special Education Students and 11th grade students.
- In 2018-2019 LAI implemented monthly benchmarks through the Illuminate system that are aligned to CAASPP.
- All these strategies will remain, and LAI is implementing Carnegie Math for intervention in 2019-2020.

Strategies for Middle School

- LAI will implement school-wide test prep beginning in 6th grade.
- All middle school students will take Math and Reading Intervention in their day program.
- All middle school students will benchmark on the Illuminate Software and perform data reviews with their teachers.
- All middle school students will have access to after school tutoring in Math and Reading (ELA).

Strategies for Independent Studies Students

- Independent studies students in grades 9-12 will take the CAASPP practice exam in the Fall and Spring with the regular day program students.
- Independent studies students will have benchmarks aligned to the state standards and CAASPP.
- Independent studies students will have data reviews with their teachers and counselor.
- Independent studies students will have access to the after-school tutoring program, APEX and intervention classes.
- Independent studies students will have access to technology.

How the Objective of Enabling Pupils to Become Self-Motivated, Competent, Life-Long Learners Will be Met

Every student has the potential to be a self-motivated, competent, life-long learner. LAI helps students achieve this potential by creating an educational environment that promotes self-reliance within each student. LAI's curriculum is designed to provide opportunities for application, make students better students, and prepare them for college and life. As part of each course at LAI, students learn to manage and organize material and ideas, navigate new projects and disciplines, problem solve, and communicate solutions in multiple ways.

Status of Western Association of Schools and Colleges (WASC)

LAI is fully WASC Accredited till June 2023.

Common Core Standards, Local Control, and California's Eight Priority Areas

California has adopted the Common Core Standards (CCSS) and in July of 2013 adopted the Local Control Funding Formula (LCFF). The LCFF calls for the formation of a Local Control Accountability Plan (LCAP) and identifies eight priority areas for schools and re-defines the sub-groups of students identified. The eight priority areas are:

1. **Student Achievement**
2. **Student Engagement**
3. **Other Student Outcomes**
4. **School Climate**
5. **Parental Involvement**
6. **Basic Services**
7. **Implementation of Common Core State Standards**
8. **Course Access**

The redefinition of the sub-group adds foster youth and lowers the threshold for a subgroup to 30 students, 15 for foster youth. LAI has been proactive in implementing the CCSS and is committed to implementing the new requirements called for under the LCFF. As the regulations and templates are written and implemented by the various state regulatory bodies, LAI will draft its LCAP.

ELEMENT 1: DESCRIPTION OF EDUCATIONAL PROGRAM

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

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

*Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. **Education Code Section 47605(b) (5) (A) (ii)***

LAI currently serves students in grades 9-12 and will serve middle school levels in the Northeast communities of Highland Park, El Sereno, Cypress Park, and Lincoln Heights, in the city of Los Angeles. Some of the problems that face public high school education include the lack of student achievement on state tests, curriculum and instruction that are not meaningful to students and large student body populations. LAI exists to alleviate these problems; it provides a world class College Preparatory quality education to the students in Northeast Los Angeles. In its educational program LAI will address the following state priority areas: Course Access, Implementation of Common Core State Standards (CCSS), Student Engagement, and parts of Student Achievement. LAI will introduce grade 6 and build a grade per year beginning 2019-2020.

What it means to be an Educated Person in the 21st Century

An educated person in the 21st Century must be highly proficient in a rigorous set of competencies such as language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/economic studies, the use of technology, and personal work habits to succeed in a global economy. A well-educated person recognizes that the world is constantly changing, knows how to learn and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, understands that talents can be turned into true skills, and that all human beings are equal and important.

LAI's mission is to improve student achievement by providing a high-quality; standards based educational opportunity for all students that attend LAI. At LAI, learning occurs in a small, safe, supportive environment, and every student, regardless of his or her academic background, participates in a meaningful, high-quality, college-preparatory program that emphasizes leadership and academic skills. The college preparatory curriculum is supplemented by powerful, service learning experiences, and attending college fieldtrips. All learning experiences at LAI are designed to accelerate academic growth in all students and close the achievement gap.

LAI believes that parental involvement is crucial to ensure academic achievement of their children. With this in mind, parents are involved in all aspects of the school. Parents have been invited to sit on the school board, participate in the parent advisory committee, and complete surveys that affect school wide decisions.

Through regularly scheduled board meetings and the School Site Council, all stakeholders have a voice.

Course Access

LAI's major focus is a College preparatory program. Courses are based on learning objectives which have been selected to fulfill competencies expected for both California High School graduation requirements and the UC/CSU A-G Requirements. The goal is to prepare students to succeed in middle school, high school and in college.

College Preparatory Program

The educational model for curriculum and instruction at LAI is guided by our core values, our beliefs about how learning best occurs and by best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The curriculum at LAI is based on the UC/CSU A-G Requirements and the CA state requirements for a high school diploma.

College Readiness for All Students

All students at LAI will be prepared upon graduation of the traditional program, or of the Independent Studies Program to attend a university, will complete rigorous courses based on the UC/CSU A-G college course requirements, and be proficient in core academic standards (reading, writing, math, science, history/social science). (See Attachment B)

All elements of LAI are designed to both close the achievement gap in standardized test scores and to develop the student's skills and confidence to succeed in college.

LAI is closing the achievement gap by providing all students access to the following:

- Completion of all UC/CSU A-G Requirements, including honors and AP courses
- PSAT provided on campus
- SAT Prep through college prep classes
- Teacher created detailed standards-based and goals-driven weekly lesson plans
- Creating and maintaining a culture of high expectations and accountability
- Spearheading academic interventions for struggling students
- Providing accommodations for special needs students in and out of the classroom
- School programming that reaches across content areas (i.e. student projects, excursions)
- Encouraging extracurricular activities
- Intervention classes for EL's and Special Education students
- Independent Studies for At-Risk/High-Risk Youth

LAI utilizes grade level data teams to investigate multiple forms of data to measure student progress. From analyzing the data, the data teams can explore what types of interventions must be implemented, evaluating teaching strategies, and providing additional support to teachers, students, and families.

Personalized Learning Environment

Educational studies support that students learn best in small learning communities where their education is personalized, where they know their teachers and where they have a voice. LAI is a small learning community where relationships between adults and students are sustained over time ensuring that no child fails in their educational endeavors. Student learning is personalized so that each student's individual needs are recognized and met.

Implementation of Common Core State Standards (CCSS)

LAI has transitioned to the CCSS by implementing the following for all students including the subgroups identified by the state of California:

- Needs of English Language Learners and all Subgroups
- Professional Development
- Smarter Balanced Aligned Benchmarks
- CCSS aligned curriculum with access to a variety of resources
- Project Based Learning
- Access to technology

LAI emphasizes the strength of being bi or multi-lingual, and through programming and school culture, promotes the development of, and proficiency in, languages other than English. LAI ensures that all students, including English language learners and all subgroups, are offered the same access to all instructional material, intervention services and academic support to read on grade-level and be highly literate in all content areas.

Teachers are trained and provided with *A Tool to Scaffold Instruction for English Language Learners* to effectively design instructional strategies and lesson plans to reach all levels of learners. This will allow teachers to scaffold instruction and provide students with better access to each curriculum content area. Students will be able to engage and participate in a more comfortable and suitable environment.

Families of English Language Learners will be supported in a variety of ways. If there are 21 or more English Learners enrolled, LAI will establish an English Learner Advisory Council (ELAC) which will include parents/guardians to provide input and establish annual goals. Both LAI and the ELAC will follow the guidelines for ELAC formation, responsibilities and documentation as listed in LAI' Master Plan for English Learners (Attachment C).

LAI will set the following distinct goals for all numerically significant subgroups (at least 30 students or 15 for foster youth):

Professional Development

All staff has attended Common Core professional development in their subject area offered through Los Angeles County Office of Education (LACOE). In addition, staff is provided with continuous in-house professional development including topics in, project-based learning, depth of knowledge, unit planning, use of technology in the classroom and creating formative and summative assessments.

Smarter Balanced Aligned Benchmarks

Students take four benchmarks throughout the school year that are aligned to the smarter balanced system. Grade level data teams and individual teachers are provided with benchmark results to further analyze the data and create corrective action plans that will allow for student's continued growth. Any student(s) not meeting level of proficiency will be supported with after school tutoring and an individualized academic plan.

CCSS Aligned Curriculum with Access to a Variety of Resources

Classroom lesson and unit plans are aligned with the CCSS. Teachers have access to a variety of resources such as, Common Core Software, text, online resources, and have received and will continue to receive professional development on the implementation of the CCSS within their subject area.

Project Based Learning

In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.

Access to Technology

LAI has a computer lab that is accessible to students during and after school hours. Students are able to complete homework assignments, apply for scholarships and colleges, and conduct research.

Teachers have access to laptops, projectors, document cameras, tablets, computer lab, and the internet in order to better support and differentiate their instruction for all learners. Per LCAP, LAI has purchased Chromebooks and are now 1:1 with technology and the \$20,000 grant will cover a new Mac lab for the students, offering 20 new MAC desktops.

Academic Culture

How Learning Best Occurs

The curricular and instructional design of LAI is based on a wide variety of learning theories and teaching pedagogies that will be blended to produce ideal classrooms that meet the needs of all learners.

To ensure student success LAI has implemented the following procedures and steps in the classroom:

- 1) Clearly specified learning objectives. Daily agendas are posted on the board. Students must write down the class agenda and complete the initial drill or focus writing prompt to ensure student engagement in the initial 10 minutes of each class.
- 2) Short, highly valid assessment procedures. Reading quizzes determine mastery of specific, related skills, and in this way determine and isolate students' needs.
- 3) Provision of specific feedback about learning progress to students. In Language Arts, teachers give detailed, specific feedback on essays and allow students to make corrections and resubmit the piece.
- 4) A sequence of learning units each composed of an integral set of facts, concepts, principles, and skills. Units build on each other: In Language Arts, the essay structure used in the second semester is an elaboration on the essay structure used in the first semester.
- 5) LAI will provide educational opportunities to those students most at-risk of reaching adulthood without the knowledge, skills and attributes required to enjoy productive and fulfilling lives, by supporting each student's academic, social and emotional needs.

Knowledge networks are centered on powerful ideas, accentuated using teacher collaboration, cross-curricular connections, synchronized units, and content area integration; for example, in Language Arts, students read a book about the nationalist movement in Vietnam and write about it. Meanwhile, they are studying nationalist movements in World History. In 6th grade students will take International Studies.

LAI teachers establish high expectations for all students, provide opportunities for student self-assessment, reflection and independent learning, foster the development of meta-cognitive skills, and use resources that support and focus

adolescent learning including symbolic tools and diagrams and graphic organizers.

Differentiated Instruction

Research shows that curriculum should differentiate instruction. No one instructional method is optimal for all purposes and situations. In every classroom, there is a time for group learning, a time for lectures, and a time for a myriad of other learning experiences. If teachers, ensure that all learning experiences are goals-driven – aligned with Common Core state-standards and the goals of the classroom and the school – classes will maintain coherence. The work of Judith Langer (2001), Linda Darling-Hammond (2002), Thomas Good (2000), Zemira Mevarech (1997), and other leaders in the field of education all stress this concept: teachers need to establish specific learning goals, but multiple strategies should be used to attain those goals.

The faculty at LAI supports effective differentiated instruction by using proven teaching strategies that are designed to reach all students. Differentiated instruction is based on the following beliefs:

- Students differ in their learning profiles.
- Classrooms in which students are active learners, decision makers and problem solvers are more natural and effective than those in which students are served a “one-size-fits-all” curriculum and treated as passive recipients of knowledge.
- “Covering information” takes a backseat to making meaning out of important ideas. Differentiated instruction is a teaching concept in which the teacher plans for the diverse needs of students (Tomlinson, 2002). The teacher must consider such differences as the students’:
 - Learning styles, skill levels, and rates
 - Language proficiency
 - Background experience and knowledge
 - Interests
 - Motivation
 - Ability to attend or focus
 - Social and emotional development
 - Various intelligences (audio, verbal, special, kinesthetic, etc.)
 - Levels of abstraction

Differentiated instruction does not mean lowering expectations for struggling students. It means preparing, in advance, for the diverse needs of students, and planning lessons and units so that they reach and challenge students’ multiple intelligences. In other words, at LAI, classes expose students to important concepts using a variety of strategies. For example, while learning about balancing equations in algebra, students will:

- Physical needs
- Listen to the teacher explain numeric equations
- Watch the teacher balance equations on the board, step by step
- Watch the teacher balance an old-fashioned weight/mass scale
- Watch the teacher balance equations made of shapes and colors
- Balance their own equations made of shapes and colors
- Make a special representation of an equation on the playground ($5 \text{ students} + X \text{ students} = 10 \text{ students}$)
- Collaborate with a partner to balance equations in a workbook
- Engage in individual guided practice in a workbook with teacher assistance
- Collaborate with other students on a culmination activity which demonstrates, on a poster board, how equations

can be used to solve problems in day-to-day life.

The goal is to reach all students through modeling, assistance, repetition, and multiple and diverse instructional strategies and activities. Students also participate in cross grade-level projects and competitions in math and other core curriculum subjects.

Differentiated instruction at LAI draws from a variety of developed learning theories including Constructivism, Direct Instruction and “Beating the Odds.” As you read about these theories, it will become clear how they might be utilized in differentiated classrooms.

Differentiated instruction is not limited to lesson plans in the traditional classroom; thus, LAI is committed to the Independent Studies option to provide youth options to attain the greatest amount of success. This means the Independent Studies program must uphold to the values and mission of the school and provide a rigorous and competitive academic program so these students will be adequately prepared for college success, and beyond.

LAI’s Independent Studies option will focus on the needs of the students to be successful. Many at-risk/high-risk students have difficulty focusing on the six-eight course curriculum that a standard tradition high school offers. The students may become overwhelmed trying to effectively manage their time for those classes and thus, not achieve maximum proficiency. Focusing on fewer subjects at a time allows for greater depth of learning in each subject area and enables students to perform at their maximum capacity. It allows students a great depth of perception, control over their own learning, and success increases motivation. Thus, LAI’s Independent Studies students will focus on two to three courses at a time, and completion at their own pace. However, students will be given a pacing calendar to help assist them in time-management for completion.

Constructivism

In his book titled *Foundations of Education: Theory and Practice*, Robert Slavin identified especially effective curriculum and teaching techniques that incorporated his own ideas as well as the educational ideologies of John Dewey. Since Slavin and Dewey, constructivism has been associated with a number of different educational practices, but generally, constructivism refers either to relative constructivism or social constructivism.

LAI educational design is influenced by the principles of social constructivism. Below, we outline six widely accepted principles of social constructivism and explain how teaching and learning at LAI reflect these principles.

Knowledge and understanding are actively acquired: In Math 1, students work in groups to develop their own procedures to arrive at the same correct answer. In U.S. History, students write a letter or a poem to a general from the Civil War from the viewpoint of a Native American.

Knowledge and understanding are socially constructed in dialogue with others. Multi- task and cooperative learning formats encourage students to appreciate and capitalize on strengths in themselves and others: (*Oakes 1990; Marshall and Weinstein 1984; Cohen 1994*). In Biology class, groups of students are given materials to design an experiment that must include a hypothesis, procedures, conclusion and a discussion. Upon completion of this task, the groups of students will be asked to manipulate variables to test and prove the hypothesis.

Constructivist notions of learning enable educators to understand that learning is individual and unique for every student. Students construct and reconstruct their own knowledge in their own way: (*Piaget 1962; Dewey 1916, 1926, 1933*). In World History, one student draws on his family’s history to explain the challenges of immigration. Another student uses her move from one school to another (or one grade level to the next) to explain the same challenges. Both explanations are supported and validated by the teacher.

Knowledge networks are structured around powerful ideas. All teachers collaborate, accentuate key concepts, make cross-curricular connections in their classes, synchronize units, and integrate content areas: The same writing rubrics will be used school-wide and all teachers will use some of the same vocabulary and the same expectations when

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teaching and grading writing. In addition, related disciplines, (Language Arts and Social Studies) will align units or collaborate on school-wide projects when possible. For example, in Language Arts, students read a book about the nationalist movement in Vietnam while they are studying nationalist movements in World History. This reinforcement of knowledge from class to class aids the students in retaining the information.

Knowledge construction is facilitated by natural settings and authentic tasks (this component of the educational design is especially important because it promotes interest, motivation, leadership, retention, dedication, and social skills). In World History, students interview a speaker that the teacher brings to class. For homework they interview their grandparents or other relatives who lived through significant events.

Learning as a community is central to the curricular design of the LAI. When ideas are shared, and tasks are completed together, students will expand and improve their thinking. Multi-task and cooperative learning formats encourage students to appreciate their own strengths in themselves and each other and work both independently and collaboratively (Oakes 1990; Marshall and Weinstein 1984; Cohen 1994).

Students should feel comfortable taking intellectual risks because they know that they will not be embarrassed or criticized if they make a mistake. Engagement and a sense of success for students occur when they feel that their work is valued; and when students perceive that the teacher is responsive to their needs, they are more likely to take intellectual risks and rise to meet challenges. LAI teachers display students work, validates students' answers, and engages students in positive support, high-expectations, and a system of regular accountability.

LAI's school culture is one of connectedness, shared learning, and high expectations. This culture is further enriched by the involvement of parents and staff. For example, student-led conferences bring parents into classrooms to observe and discuss student work. Teachers are encouraged to maintain open lines of communication with LAI parents regarding their children's progress.

Direct Instruction

In 1968, the federal Office of Education commissioned a multi-year \$500 million study to compare competing approaches to teaching basic skills in the early grades. The Follow Through study, as it is called, involved nine approaches to instruction. The results of the study, published in 1977, cited direct instruction as the only method that significantly raised scores (of 3rd graders). While research has since validated more progressive approaches to teaching, especially in the middle and upper grades, research that supports direct instruction remains strong. Direct instruction involves breaking skills down into their smallest cognitive units and teaching those units repetitively. It may refer to any explicit and clear teacher-directed instruction on skills, steps, procedures, content, and concepts.

LAI believes that direct instruction is important in every content area and that it can be blended appropriately with other teaching approaches. The state-standard are broken down into their smallest cognitive units and taught by LAI teachers actively and explicitly. In every content area, students regularly review that information and practice those skills, as is consistent with the direct instruction model. LAI is committed to also providing independent instruction/guidance to students enrolled in the Independent Studies Program as well.

"Beating the Odds" Classrooms

The work of Judith Langer (2001), points to teaching strategies that are present in schools that are "beating the odds" when it comes to performance on standards-based state assessments. Langer identified educational practices that enabled students, mostly from schools in culturally diverse and poorer communities, to perform significantly better than students in comparable schools. Langer found that meaningful and successful learning in "beating the odds" classrooms and schools arose from (or are associated with) teachers whose instructional practice is based upon the following six key principles:

The overt teaching using strategies that enable students to carry out reading, writing, and thinking tasks. “Beating the odds” teachers taught their students strategic procedures -- such as the use of graphic organizers, reciprocal teaching, or a process approach to writing -- that they could use to address learning tasks and that resulted in enhanced performance. LAI believes very strongly in Langer’s principle #1. One of the primary goals of LAI is to teach our students how to be exemplary students. The LAI faculty will further support effective instruction by using proven teaching strategies to strongly support student’s individual learning styles. These teaching strategies include backward design, Reciprocal Teaching, SDAIE, and age-old teacher aides such as jigsaws, think-pair-share, and co-op learning. These tools are especially useful in heterogeneous classrooms and classrooms with many students identified as Special Education participants and English Language learners.

The systematic use of separated, simulated, and integrated skill instruction. “Beating the odds” teachers did not allow their teaching of skills to be dominated by any one approach. Instead, they used some mixture of separated, simulated, and integrated skill instruction. LAI believes strongly in differentiated instruction. We want to reach students who possess different learning styles and ensure that all students understand the purpose and value of the concepts taught in the LAI classrooms.

The creation of overt connections between new knowledge across lessons, classes, grades, and even communities. “Beating the odds” teachers make webs of interconnections among multiple forms of student learning: within lessons, classes, grades; and between in and out of school knowledge. LAI teachers collaborate to ensure that connections are made between classes and grades. LAI provide teachers with regular opportunities to collaborate across content areas and across grades; and LAI intends to support collaborative efforts in several other ways. For example, one of the primary jobs of the administrative staff is to support teachers, especially in their efforts to collaborate and improve instruction.

The belief that achieving a learning goal is not an end but an opportunity to extend and deepen understanding. In “beating the odds” classrooms, teachers encourage their students to think and use knowledge – not acquire and bury facts. LAI teachers relate academic subjects to the students and their communities; facilitate participation in community service and the workplace; and engage students in active learning and hands- on projects. All these pieces of the educational design promote long-term retention, general intelligence, and self-regulated learning.

The notion that students collaborate in classrooms to gain depth and complexity of understanding. In “beating the odds” classrooms, students collaborate in a community of interactive learners to develop deep levels of understanding. Students bring the voices of multiple literacy into the classroom and envelop content knowledge in them. LAI believes strongly in the value of student collaboration. Students learn from each other, and they also learn from themselves through speaking and teaching opportunities.

Integrating test preparation into current learning goals, regular lessons, and units. “Beating the odds” teachers do not teach to the test or deliver stand-alone test preparation. Instruction related to the testing program is infused and integrated into the curriculum. At LAI, learning experiences are aligned with state-standards and feature regular assessment that also aligns with state-standards. In this way, we will always be preparing students for standardized tests.

School Culture

The creation and maintenance of a school culture that supports the academic goals of the school is essential. Student achievement grows when the school culture and structural design are consistent with and supportive of curriculum and instruction (*Understanding by Design* Wiggins, McTighe 2002). The entire LAI community nurtures identification with the school and motivation to learn by setting high expectations and cultivating a caring community.

Each student learns differently, comes from a different educational background, and is supported differently at home.

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To respect this, high school teachers use various teaching styles and strategies to reach every student. In addition, LAI teachers and staff respects and build on students' varied learning styles outside the classroom. At LAI, the school culture is being further enriched by the involvement of parents in the actual work of the school.

The school culture is crafted at the beginning of each students ninth grade year. The students engage in a summer bridge program that encompasses a facility tour, ice- breakers, getting to know your activities, self-respect, respecting other, and goal setting sessions. Due to the small size of the student body, it is imperative that each student familiarizes themselves with the faculty, staff, and other stakeholders of the school. During the first week of school, the students also begin to understand the expectations and rules of the school.

Graduation Requirements

All students at LAI follow a rigorous college-preparatory course of study. Core classes at LAI are English, Mathematics, Science, Social Science, Foreign Language, and Performing/Visual Arts. The following are the graduation requirements of LAI in comparison to the graduation requirements of the State of California, and the A-G admission requirements of the University of California and California State University systems:

Chart 6: LAI Graduation requirements

High School Subject Area	LAI	StateMandated Requirements* (EC 51225.3) for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
English	Four years	Three years	Four years of approved courses	Four years of approved courses
Mathematics	Four years; Algebra, Intermediate Algebra, Geometry and Math Elective i.e. Trigonometry Math Analysis, Bus. Math, General Math	Two years, including Algebra I beginning i2003-04. (EC 51224.5)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.
Social Science	Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	Two years of history/social science, including one year of U.S. history or one- half year of U.S. history and one- half year of civics or American government, and one year of world history, cultures and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
Science	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.
Foreign Language	Two years in same language required. Three years recommended.	One year of either visual and performing arts or foreign language.	Two years in same language required. Three years recommended.	Two years in same language required.
Visual and Performing Arts	One year of visual and performing arts chosen from the following: dance, or visual art.		One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Two years	Two years		
Electives	Four years		One year**	One year**
Total	22	13	15	15

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Some requirements may be waived, for example, transfer/international students who came from a school where courses were not available. Waivers will be granted on a case by case basis by the Executive Director or his/her appointed designee.

Exemption from Physical Fitness Education will be granted only for medical reasons with a written note from a doctor. Students may also substitute Physical Fitness Education for Dance when applicable.

The following table illustrates a typical 6th-8th grade, 9th-12th and Independent Studies at LAI:

Incoming student's transcripts are reviewed for determination of English/Math placement. However, all students have access to Honors and AP courses. Students also participate in a Summer Transition program that helps them acquire skills in English, Math and familiarize them with college entry expectation. Guaranteed

6	7	8
Math	Math	Math
English	English	English
Science	Science	Science
History	History	History
Art	Art	Art
English Intervention	Physical Education	Math Intervention
International Studies	Life Skills	Entrepreneurship
(VAPA)	(VAPA)	(VAPA)

9th-12th Grades (Traditional/Independent)

9	10	11	12
Math (H)	Math	Math	Math/Calculus (AP)
English (H)	English (H)	English (H)/(AP)	English (H)/(AP)
Biology	Chemistry	Environmental Science	Earth Science
Elective	World History (H)	U.S History (H)/(AP)	American Gov./Econ (H)/(AP)
Art 1	Spanish 1	Spanish 2	Advanced Art
Physical Education	College Prep 10	College Prep 11	Physical Education
Intro. to Business	Elective	Intervention (Math/Eng.)	College Prep 12
Elective	Elective	Elective	Spanish 3

Elective Options

- | | | |
|--|---|---|
| <input type="checkbox"/> Drama/Theater | <input type="checkbox"/> Animation | <input type="checkbox"/> Math Intervention |
| <input type="checkbox"/> Sports Conditioning | <input type="checkbox"/> Graphic Design | <input type="checkbox"/> English Intervention |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Yoga | <input type="checkbox"/> Student Government |
| <input type="checkbox"/> Spanish Theatre | <input type="checkbox"/> Business | <input type="checkbox"/> Earth Science |

LAI will implement student-centered instruction for all students, including those in the Independent Studies program option. Each student in the Independent Studies Program will meet with an assigned credentialed teacher for a minimum of two times per week. In a collaborative effort, the student, parent/guardians, assigned teacher, counselor and key stakeholders will develop an individualized learning plan (ILP) that will ensure student success. The ILP will address the academic needs of the student and detail their participation and responsibilities outside of school. Each assigned teacher, student advisor, Executive Director and College and Career Counselor will oversee the plan and facilitate the academic and social progress of students. College Preparatory Teachers will be the primary resource for students regarding post-secondary goals, resume writing, job applications, scholarship applications, and college and financial aid applications. Also, students will also be provided supplemental instructional materials and support services to address academic challenges.

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This personalized plan will include strategies and practices to inform and encourage students both academically and socially. Many students that are credit deficient do not fully understand that this delay does not mean they cannot successfully graduate. Thus, students resort to dropping out because there is not system of support in place to get these students back on track. However, allowing students to be a part of the goal-setting plan will increase motivation and self-esteem in these underserved and often hopeless youth.

Students in Independent Studies will work on only a few courses at a time, to focus on specific subjects and skills and gain greater depth of in each subject area. This focused approach enables students to master content thoroughly, complete a course at a different pace than in a traditional semester system, and acquire regular and timely feedback from teachers. These factors contribute to increased motivation and accelerated progression towards graduation.

LAI will provide non-academic targeted intervention to address any personal or logistical problems that may hinder students from completing coursework. Students will have the same access to the Resource Center as the traditional students and will be provided the same intervention strategies. Students on IEP's, 504 plans and those under house arrest will have the same access to resources and technology as the traditional students.

LAI utilizes Google Classroom for students in the traditional program, and this option is available for students in Independent Studies. These students will also have equal access to Honor Curriculum and Advanced Placement (AP) Curriculum. LAI's Independent Studies program will offer a blended program where students will have access to their AP and Honors courses through the Apex Learning tools (in which LAI holds licenses for), during a two-hour block, twice per week for 10 weeks per course, full access to the after school tutoring program (Youth Policy Institute) for a 5-day tutoring program, and full access to all afterschool enrichment programs, including CIF sports, student events (dances, programs, prom, college tours etc.). Students enrolled in the Independent Studies path will also receive their College Prep curriculum during their four-hour block with their assigned teachers.

Independent Studies students will still be required to submit their Community Service logs as a graduation requirement. Our traditional students are responsible for 90 hours to graduate. This breaks down to 22.5 hours per school year.

Students enrolled in Independent Studies will have an opportunity to enroll in the traditional day program if they desire and if there is space available. Students and parents will be informed as soon as there is availability so that the student may seamlessly transfer over.

Students who choose to continue this path will be on the same academic calendar as our traditional students (183 days). However, LAI offers a transition program in the summer that ends on the last day of June, and these students will have that extended time to complete course work, giving them an additional 20 days. These students will have the month of July off, and will resume (or begin) their program again in the second week of August (calendar in Appendix).

Sample Day Schedule for Independent Studies

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	8:30 am to 10:30 am Independent academic work (e.g. Student Activity Workbook, Online APEX class, or projects)	8:30 am to 1:00 pm Scheduled Monthly meetings with College & Career Counselor	8:30 am to 10:30 am Independent academic work (e.g. Student Activity Workbook, Online APEX class, or projects)		9:00-1:00: Optional math/English tutoring and additional support (once per month)
LUNCH		LUNCH			
1:00 pm to 3:00 pm independent academic work (e.g. Student Activity Workbook, Online APEX class, or projects) 3:30 pm to 6:30 pm Supper YPI Tutoring APEX Enrichment	3:30 pm to 6:30 pm Supper YPI Tutoring APEX Enrichment	1:00 pm to 3:00 pm independent academic work (e.g. Student Activity Workbook, Online APEX class, or projects) 3:30 pm to 6:30 pm Supper YPI Tutoring APEX Enrichment	3:30 pm to 6:30 pm Supper YPI Tutoring APEX Enrichment	1:00 pm to 3:00 pm independent academic work (e.g. Student Activity Workbook, Online APEX class, or projects) 3:30 pm to 6:30 pm Supper YPI Tutoring APEX Enrichment	

LAI's personalized program will allow the students a flexible schedule and schedules are subject to being adjusted, as some students may need to have morning workshops as opposed to the afternoon. In that case the above schedule will flip, and still offer the 3:30- 6:30 pm support. The days may be adjusted as well in accordance with the student's needs.

College Preparatory Courses

With college being a key component in the education of LAI students. LAI implemented a College Prep (CP) elective to further provide students with the necessary tools to be successful in college. Chart #7 illustrates the typical curriculum of the CP courses.

Chart7: College Preparatory Course Description

	College Prep 10	College Prep 11	College Prep 12
Tests	Prep: PSAT/SBAC	SAT/ACT/SBAC	SAT/ACT
Key Lessons	Transcript Review, Organizational Skills, Note Taking Skills, and Test Taking Skills	Transcript Review, Organizational Skills, Note Taking Skills, and Test Taking Skills	Transcript Review, Organizational Skills, Note Taking Skills, and Test Taking Skills
College Projects	Learning College Sequence (Explore the 3 Types of systems, Select major/career)	Research Colleges of Interest (Select Major/Career)	Apply to Colleges, FAFSA submission, housing, financial aid, awareness
Career Projects	Volunteer and Service Learning Project	Internship, Interviewing Strategies and Volunteer	Internship, Resumes and Volunteer Int
Technology Computer Skills	Research, Cyberbullying, Microsoft & PowerPoint	Research, Cyberbullying, Microsoft & PowerPoint	Research, Cyberbullying, Microsoft & PowerPoint
Theme	Time Management	Cultural Awareness	Gender and Sexuality
Field Trips	College Trips Fall -1/ 2 Spring - 1	College Trips Fall -1/ 2 Spring - 1	If Available

Each College Prep teacher is also responsible for incorporating the following:

- Schedule Transcript Review Workshop each semester with College and Career Counselor
- Invite guest speakers twice
- Bi-weekly grade checks
- Setting goals Transferability of High School Credit

Parents are notified by the Administration prior to enrolling their child at LAI regarding the transferability of high school course credit.

The curriculum course list is designed to meet the University of California A-G requirements. The curriculum course lists are submitted annually to the UC Board for approval. In addition to A-G Requirements LAI offers Advancement Placement (AP) courses, which are approved by the UC College Board each year.

Students, who are interested in attending a University other than a UC or CSU, are responsible to seek and adhere to the requirements of the schools they wish to apply.

Professional Development

To promote “highly qualified” teachers and staff, personnel will have the opportunity to participate in in-house and outside professional development provided by LACOE, LAI and other vendors as offered. Training will be provided to all staff as needed to develop and support staff in the following areas:

- Transitional support with the CCSS
- Classroom management and student engagement
- Project Based Learning
- Effective Intervention Strategies
- English Language Learners
- Special Education
- Reading Comprehension and Literacy Allocated Time for Professional Development

Administration is committed to assisting teachers improve instruction; professional development provides teachers with resources and strategies to collaborate and share their expertise. In-depth professional development occurs throughout the school year (See Attachment D for Calendar).

In addition, faculty meetings are held on Wednesdays from 2:45pm until 4:00pm, where feedback, updates, collaboration and progress are discussed.

Collaboration and Integration

LAI also uses professional development time to assist teachers accentuate key concepts school-wide, make cross-curricular connections, synchronize units, and integrate content areas. LAI ensures that teachers of related subjects (i.e. science and math) meet for common planning time during the week. This time has been built into teachers’ schedules as part of the school day. This time has been used to plan strategically and build units around “big ideas” or knowledge networks. This time has also been used to refine school-wide writing rubrics or other instructional tools. During their weekly, collaborative, cross-curricular planning times, teachers build on the school- wide projects and concepts that have been introduced.

Staff will regularly meet in Professional Learning Community (PLC) teams. The teams will work on designing asset-based strategies to increase CAASPP passage and graduation rates for students. The LAI Curriculum Specialist will coordinate the creation of the PLCs, and the PLCs will work together to determine school wide professional development needs. To determine specific needs, the PLCs will analyze, review, and discuss student performance (by teacher, subject, and grade level), feedback (from teachers, students, staff members, and community members), and standardized testing results. Once a PLC has identified an area of need, the PLC will communicate the need to the Curriculum Specialist. He/She will create a professional development to address the identified need, ensuring that professional development addresses the needs of the entire school population (middle and high school), including Special Education and English Learners, all student subgroups and Independent Learning students.

Professional Development Calendar as follows:

July and August	Effective Communication	January	Data-Driven Instruction
September	Highly Effective Teacher; Equity Professional Development	February	Scaffolding & Special Education Students
October	High Expectations	March	Diversity Competencies & EL Learning
November	LCAP, AUDIT review	April	Time Management

Data-Driven Instruction	Provides teachers with the framework necessary to design student programs around qualitative data such as benchmark assessment, standardized test data, and grades. Achievement charts and works samples will be analyzed in real-time to ensure that teachers learn to read, evaluate, and utilize student data holistically. Teachers will then be able to make better informed decisions about student academic needs.
Diversity Competencies	Promotes the understanding of and appreciation for the contributions and benefits of diversity. This is achieved by teaching asset-based thinking, suspension of judgment, interpersonal awareness, and locus of control concepts.
Effective Communication	Provides the skills needed to have effective, necessary, and (at times) difficult conversations with students, families, and coworkers. This unit is based on the book <i>Fierce Conversations</i> by Susan Scott (2004).
Equity Professional Development	Familiarizes teachers and staff with the achievement gap that persists nationwide between students of different race or ethnicities, socio-economic status, genders, and age groups.
High Expectations	Provides real-life examples of student work to ensure that high academic standards are held, and “A”-quality work is recognized. Teachers will also bring their own student work to ensure that students are held to a consistent standard and receive effective feedback.
Highly Effective Teacher	Helps teachers to become highly effective within LAI’s educational model with researched-based instructional practices.
No-Fear Audit	Assists teachers in record-keeping and progress monitoring. Topics will include efficiency, file management, checklists, and other best-practices sourced from teachers who maintain highly accurate student files.
Powerful Teaching	Provides skills such as goal-setting, positive coaching, communicating and maintaining high expectations, and owning student data to improve instruction.
Time Management	Equips teachers with strategies to increase productivity.

Student Engagement

Attendance Requirements School Day and Year

LAI will adhere to the state requirements for minimum instructional days and minutes of attendance. The current requirements are 186 instructional days and 67,152 instructional minutes. These days and minutes are subject to change based on California law/regulation. The school year is divided into two semesters. (See Attachment E).

School Attendance Rates

LAI will comply with compulsory school attendance laws as applicable to Charter Schools. When a student is affected by a prolonged illness or other personal crisis, as excused absences the administration accepts a written note, signed and dated by appropriate authorities. When a student returns to school from an illness or for any reason, a note is required of the parent to return to class. Whenever a student has a valid excused absence, it will be the responsibility of the student to obtain and complete their academic work.

Baseline Performance Level:	Annual Goals:	Actions To Achieve Annual Goals:	Annual Measurable Outcomes:
2017-2018 ADA was 90%.	95% ADA rate with no greater than a 2% variance.	Parent meeting and intervention plan for students exceeding 3 unexcused absences.	Monthly, Quarterly, and Annual ADA Reports.

Bell Schedule

The bell schedule is written for each school year. It is subject to change; a revised copy will be provided to LACOE in the event of any changes. School attendance may be modified based on the state’s attendance requirements. (See Attachment F)

Students are enrolled in an eight-block schedule. They spend 90 minutes in each block on M/Th & Tues/Fri., and on Wednesday’s students have 40-minute blocks.

Chronic Absenteeism Rates

Any pupil subject to full-time education who is absent from school without valid excuse more than three days in a school year is a truant and shall be reported to the administration of the school. LAI is now implementing a Saturday school program to assist with recovery of academics and attendance rates. Implementing an Independent Studies program will also assist students in achieving academic success they may otherwise be unable to complete a high school program.

High School Drop Out Rates

LAI strives to ensure that every student receives a college preparatory education and graduates on time. LAI provides APEX for credit recovery during the school day program and in the after-school program. To further support student academic success, LAI has academic support plans in the form of intervention classes and tutoring five days per week.

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
2017-2018 LAI had a 0% dropout rate.	LAI will maintain a dropout rate of no more than 2%.	Parent meeting and intervention plan for students in danger of failing and/or retention.	School Accountability Report via SARC.
2017-2018 LAUSD had a 24% dropout rate.			

High School Graduation Rates

LAI provides student and parents with the proper guidance and support to meet all graduation requirements.

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
2017-2018 LAI had 100% graduation rate.	LAI strives to maintain a 98% graduation rate with no more than a 2% variance each year.	Counselor will review students' progress on high school graduation requirements at the beginning of each semester. Students will be provided with a tool to track their individual progress on completing courses that meet high school graduation requirements.	Administration will assess student progress towards graduation based on student transcripts at the end of each school year.
2017-18 100% of students classified as seniors who fell behind on meeting graduation progress were provided with support and graduated on time.	100% of students who fall behind on meeting adequate graduation progress will be provided with support.	Depending on services available students will be referred to, summer school, APEX, night school, and 7 th period courses.	Administration will assess student progress towards graduation based on student transcripts at the end of each school year.

Community Service

The community service program at LAI is essential to the development of leadership skills. All LAI students complete a total of 90 hours community service hours during their high school years. Hours must be documented on every Sign-In/ Out sheet and verified by school administration.

Special Education

LAI elects to function as a LEA within a local Special Education Local Plan Area (SELPA) for all special education purposes including, but not limited to, funding, policies, programs, and compliance [EC 47641(b)]. Presently LAI is part of the SouthWest SELPA. LAI assures that it will provide the full range of Special Education services. The Charter Schools Act provides that [EC 47646(a)]:

- LAI participates in state and local funding for special education in the same manner as any other LEA member of the SELPA.
- A child with disabilities attending LAI receives special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school within the SELPA.
- LAI ensures that all children with disabilities enrolled in LAI receive special education and designated instruction and services in a manner that is consistent with their individualized education program (IEP) in compliance with the Individuals with Disabilities Education Act (IDEA).

Charter School Special Education Responsibilities

- LAI adheres to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all its students with disabilities have a free, appropriate public education (FAPE). LAI also ensures that no student otherwise eligible to enroll in their charter school is denied enrollment.
- LAI complies with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for its students.
- LAI adheres to all SELPA policies and procedures regarding special education, including submission of documents and information, participation in reviews, and attendance at informational sessions and meetings.
- LAI uses SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the SELPA, including assessment and IEP data into the SELPA data system in accordance with SELPA policies and procedures. LAI maintains copies of assessments and IEP materials for review by the SELPA. LAI CHS submits to the SELPA and CDE all required reports, in a timely manner as necessary to comply with state and federal laws. LAI develops Individual Transition Plans to help a student with disabilities, age 14 and older, in transitioning to adult living.
- LAI participates in the state's quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). LAI participates in internal validation review (DVR).
- LAI in conjunction with the SELPA is responsible for the management of its special education budgets, personnel, programs, and services. LAI ensures that its special education personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations.
- LAI implements the programs and services, including providing related services, required by a student's IEP. LAI may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. LAI may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

When a student transfers to LAI from another school, LAI will hold an Administrative Placement meeting. LAI provides related services required by the student's IEP upon the student's enrollment regardless of the type of service provider (school, NPA, or private). A review by the IEP team meeting, for such a student will be held within 30 days of the student's enrollment in accordance with state and federal law. When requested by LAI a representative from the SELPA or district of residence may attend a student's first IEP meeting at LAI to assist with transition issues.

The referral process includes Student Success Team meetings to review prior interventions, accommodations, and modifications, and to recommend further interventions as appropriate. LAI identifies and refers students who demonstrate early signs of academic, social, or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

LAI is responsible for the development of assessment plans for students with suspected disabilities or, in the alternative, providing appropriate written notices to parents when denying a request for assessment. LAI makes decisions regarding eligibility, goals, program, placement, and exit from special education by consensus of the student's IEP team.

If LAI cannot provide an appropriate placement or services for a student with special needs, LAI contacts the SELPA to discuss placement and service alternatives. LAI requests participation of a SELPA, special education representative and/or a representative of the student's district of residence at an IEP team meeting whenever special education programs outside of LAI are anticipated, including but not limited to placement at another school within the SELPA or at a non-public or private school. If an IEP team that includes LAI personnel places a student in a special education program provided by another entity without SELPA representation on the IEP team, then LAI is fully responsible for the quality of the program, for any costs incurred for such a placement, and for monitoring progress towards the student's IEP goals.

LAI promotes movement of students with disabilities into less restrictive environments as well as increased interactions of students with disabilities with non-disabled students. LAI uses assessment and standardized testing procedures, including guidelines for accommodations, modifications and adaptations, to monitor student progress.

LAI provides planned staff development activities and school personnel participate in appropriate SELPA trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers and all IEP students have preference for enrolling in the intervention classes.

LAI ensures that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP.

LAI ensures that student discipline and procedures for suspension and expulsion of students with disabilities follow state and federal law. Discipline procedures include positive behavioral interventions. In accordance with the Modified Consent Decree, LAI collects data pertaining to the number of special education students suspended or expelled.

Special Education Local Plan Area (SELPA)

LAI functions as an LEA within the SouthWest SELPA (SELPA), [EC 47641(b)]. The SELPA determines the policies and procedures necessary to ensure that the protections of special education laws and regulations are extended to LAI's students in the same manner as students in all SELPA schools.

SELPA Responsibilities Regarding Special Education

The SELPA provides LAI with information regarding special education decisions, policies. The SELPA provides training opportunities and/or information regarding special education to LAI staff. As required by the Charter Schools Act [EC 47646(a)], the SELPA ensures that LAI participates in special education funding in the same manner as any other public school. The SEL PA also ensures that students with special needs enrolled in LAI receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school within the SELPA. Furthermore, the SELPA ensures that all LAI's students with disabilities receive special education and designated instruction and services in a manner that is

consistent with their individualized education program (IEP) in compliance with the Individuals with Disabilities Education Act (IDEA) and implementing regulations.

Funding for Special Education

LAI is an LEA within the SELPA for the purposes of special education, LAI participates in special education funding in the same manner as any other LEA in the SELPA [EC 47646(a)]. The SELPA ensures LAI receives an equitable share of special education funding and services consisting of either, or both, of the following:

- State and federal funding provided to support special education instruction or designated instruction and services, or both, provided or procured by the school for its students [Education Code 47646(b)(1)].
- Any necessary special education services, including administrative and support services and itinerant services, that is provided by the SELPA on behalf of students with disabilities enrolled in LAI [Education Code 47646(b) (2)].

LAI is responsible for contributing to the SELPA an equitable share of its charter school block grant funding to support the SELPA's special education instruction and services, including, but not limited to, special education instruction and services for pupils with disabilities enrolled in LAI [Education Code 47646(c)].

LAI receives its allocated share of AB602 special education funds and is fiscally responsible for the provision of special education services and instruction to the students it serves. The allocated amount is calculated using a funding model based on student population (average daily attendance based on based on daily attendance for each student reported and certified according to SELPA policies and procedures). LAI may request specific related services from the Southwest SELPA on a fee basis if the SELPA has availability.

The SELPA collects an equitable encroachment contribution from LAI for SELPA- wide costs for special education instruction and services. SELPA-wide costs include: (1) maintaining a full continuum of program options; (2) professional development and training; 3) technical support for programs; (4) administration of due process proceedings, excluding any legal representation and (5) investigation of complaints.

The annual encroachment percentage collected varies from year to year depending on the SELPA -wide encroachment. The calculation of the encroachment contribution is based on a formula designed by the SELPA's Budget Services Office.

Procedural Safeguards and Due Process Hearings

The SELPA may invoke dispute resolution provisions set out in the Charter, initiate due process hearings, and/or utilize other procedures applicable to the LAI if the SELPA determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

If a parent or guardian of a student attending LAI initiates due process proceedings, both LAI and the SELPA may be named as respondents. Whenever possible, LAI and the SELPA work together to resolve the matter at an early stage (e.g., informal settlement or mediation). During due process proceedings and any other legal proceedings or actions involving special education, LAI is responsible for its own representation. If LAI retains legal representation for a due process proceeding or other legal proceeding or action, then the Charter School is responsible for the cost of such representation.

Because LAI manages and is fiscally responsible for its students' special education instruction and services, LAI is responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court, or settlement based on allegations that LAI failed to fulfill its responsibilities under state and federal special education laws and regulations (e.g., identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and

implementing IEPs).

If the parent's attorney's fees and costs are to be paid because the parents are the prevailing party because of a due process hearing or settlement agreement based on LAI's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, then LAI is responsible for payment of those attorneys' fees and costs.

Complaints Regarding Special Education

The SELPA investigates and responds to all complaints it receives pertaining to special education at LAI. This includes complaints filed through the SELPA's Complaint Procedures and those initiated as Office for Civil Rights or California Department of Education Special Education Compliance Complaints. LAI cooperates with the SELPA, when it investigates complaints and provides the SELPA with all documentation needed to respond to the complaints. LAI is solely responsible for all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

Modification to Special Education Responsibilities and Funding

The special education responsibilities of LAI and the SELPA, and the special education funding model, may be modified, supplemented, or clarified through a mutually agreed upon Memorandum of Understanding ("MOU"). If such an MOU is executed, then its provisions are incorporated by reference into this Charter and, to the extent necessary to carry out the intent of the MOU, supersede the provisions on special education responsibilities and funding set forth above.

Search and Serve

The parents of all new students at LAI are informed that special education and related services are available at no cost to them.

Referral for Assessment

At LAI, the referral process is formal, ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents/guardians or students may refer their child (or themselves) for assessment for special education services. Teacher, other school personnel, or community members may also refer a child for an assessment. If parents/guardians or the student refer a student (or themselves), the parent or guardian will receive a written response from LAI in all cases within 15 days, not counting school vacations greater than 5 days, of the receipt of a referral for assessment. If LAI determines that an assessment of a student is not appropriate, the parent receives written notice of this decision, or a Student Support Team (SST) meeting is held to discuss the decision. If it is determined that an assessment is appropriate, the parent will receive an assessment plan.

LAI will use SELPA forms to conduct Assessment Plans, provide assessments, conduct Individualized Education Program (IEP) team meetings, and implement and review IEPs for referred students in accordance with federal, state, and LACOE requirements.

The assessment plan describes the type and purposes of the assessment that may be used to determine eligibility for services. The parent consents to the assessment plan by signing it before the assessment can take place. LAI has 60 days (not counting school vacations greater than 5 days, from the receipt of the parent's signed assessment plan) to complete the assessment and hold an Individualized Education Program (IEP) meeting. If the parent does not consent to the assessment plan, LAI may take steps to protect the student if it is believed that the student is being denied necessary services. LAI also may request that the parent meet to resolve this difference of opinion, or failing that, initiate a due process hearing to override the parent's refusal to consent.

Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. LAI will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. LAI shall obtain parent/guardian consent to assess charter school students.

The assessment will gather information about the students to determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Assessments may include, but are not limited to, individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples.

LAI guidelines for assessment include but are not limited to:

- Student will be assessed only after the parent consents to the assessment plan or as ordered following a due process
- Student will be assessed in all areas related to his disability
- Assessment will be administered in the student’s primary language or a qualified interpreter will be provided
- Assessment will include a variety of appropriate tests to measure a student’s strengths and needs. The person administering the tests will be qualified to do so.
- Assessment will be adapted for students with impaired sensory, physical, or speaking skills
- A multidisciplinary team, including at least one teacher or other specialists with knowledge of the student’s suspected disability, will assist the student
- Testing and assessment materials and procedures must not be racially, culturally or sexually discriminatory.
- LAI shall conduct assessment and standardized testing of students with disabilities using state and SWSELPA guidelines for modifications and accommodations.

If the parent disagrees with LAI charter High School’s assessment of his or her child, the parent may obtain independent educational assessment and has the right to obtain the independent educational assessment at public expense only if the school is not able to demonstrate that its evaluation was appropriate. Upon the parent’s request, LAI will provide information about how to obtain this independent assessment by a qualified examiner.

Development and Implementation of an Individually Education Program (IEP)

After a student has been assessed, an IEP meeting will be held. LAI shall arrange and notice the necessary IEP meetings. IEP team membership shall follow state and federal law. LAI Charter School understands the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible LAI charter school students in accordance with the policies, procedures and requirements of the SWSELPA and State and Federal law.

The IEP meeting will be held at a time and place convenient to the parent, the charter school and any invited parties. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services, based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting.

The IEP team will include:

- The parent and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the meeting, LAI will ensure the parent’s participation using other methods, such as conferencing by telephone. The school will ensure the parent understands what is going on at the meeting. If necessary, the school will provide an interpreter if the parent has a hearing disability or their primary language is not English.

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- A LAI staff member or qualified representative who is knowledgeable about the program options appropriate for the student.
- The student's teachers, In the case of new students who may not presently be assigned to teacher(s), a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent and complete knowledge is not available, the teacher on the IEP team will be a special education teacher qualified to teach a student of his or her age
- A representative from LACOE and the district of residence (if applicable)
- Other persons, such as the student, whom the parent or the charter school wishes to invite.
- When appropriate, the persons who assessed the child or someone familiar with those assessment procedures.

The team must consider the least restrictive educational setting for the student. Mainstreaming to regular education will be considered to the extent possible. After the written IEP has been finished, it will be implemented by LAI. The parent can review and request revisions of the plan.

The IEP will contain:

- The services that the student will receive
- How these services will be delivered
- The instructional programs where these services will be delivered
- The rationale for placement decisions
- Annual goals and short-term objectives focusing on the student's current level of performance
- How the student's progress will be measured
- Transitional goals for work related skills
- EL goals as necessary

IEP meetings will be held:

- Once a year, the IEP team will meet to review and determine the student's progress and placement to make any needed changes to the IEP.
- Every three years, the IEP team will meet to review the results of a mandatory comprehensive reevaluation of the student's progress
- After a student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress
- When a parent or teacher requests a meeting to develop, review, or revise an IEP
- When a student with an IEP is faced with suspension for more than ten days or an expulsion, the IEP will meet to determine whether the student's misconduct was a manifestation of his or her disability
- Student discipline and procedures for suspension and expulsion shall comply with federal and state laws and regulations and shall include positive behavioral interventions.

IEP Review

If a student is receiving special education services, the IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting the student's needs. In addition, every three years, the student progress will be reassessed and their IEP reviewed in accordance with the 2004 IDEIA regulations.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment Plan that can be obtained at the school. LAI will have written permission from the parent before it reassesses the student. LAI will convene an IEP meeting

within 30 days in response to a parent’s written request. LAI will make available to all parents and teachers, any SELPA, state and federal literature regarding special education programs, regulations and laws. The retention of students in special education is an IEP team decision.

Special Education Supports and Services

LAI believes that students with disabilities benefit educationally, socially and emotionally from the opportunity to receive designated instructional and related services consistent with the students’ individualized education plan in the least restrictive environment with an inclusive model. Students with disabilities are fully included within the general education classroom with supports, services, accommodations, and modifications. If, in the event it is determined by the IEP team that the most appropriate and least restrictive environment for the student is a setting other than full inclusion within the general education classroom, LAI will collaborate with LACOE SW SELPA to find an appropriate placement. Student also are place in English and math intervention classes and are enrolled in the after-school tutoring program for extra support.

Progress Monitoring:

To track students’ progress toward meeting Individual Education Program goals, Comprehensive English Language Arts and Mathematics Assessments will be administered using the program, Illuminate. For monitoring growth in areas of reading fluency, listening comprehension and reading comprehension the Comprehensive Reading Program called Reading Plus will continue to be used, and LAI will implement Carnegie in 2019 for mathematics. These measures will be administered twice a month to help identify areas of need and or modify instruction to facilitate student learning.

Rationale for the continued use of the Reading Plus program is indicated below. As identified, there is substantial growth in the student performance, as also indicated in the AP scores and the CAASPP. Findings have shown growth through the usage of the Carnegie Math program and this LAI will implement that program to support students and keep in target with the LCAP goals.

COMPREHENSION & VOCABULARY (Capacity Index)

	<i>Benchmark 1 Aug 15, 2017</i>	<i>Benchmark 2 Jan 09, 2018</i>
Proficiency Index (Capacity & Efficiency)	9.3	11.0
Comprehension Level	8.9	10.9
Vocabulary Level	10.9	11.1
Reading Rate (wpm)	204	230

Due Process and Procedural Safeguards

Parents have the right to initiate a due process hearing through the Office of Administrative Hearings to challenge a decision regarding identification, evaluation, or educational placement of their child. If this occurs, the SELPA and charter school shall be named respondents and work together for an early resolution (informal settlement or mediation) if possible; LAI shall be responsible for its own representation and costs of legal counsel if necessary. LAI shall be responsible for any prospective or compensatory service or reimbursement awarded by a due process hearing officer; and for payment of parent’s attorney’s fees when parents are the prevailing party; and the District shall investigate special education complaints it receives pertaining to a charter school pursuant to the Charter’s Uniform Complaint Procedures, and the charter school shall cooperate in any such investigation.

If a student or parent disagrees with the proposed special education program, a due process hearing shall be initiated pursuant to Chapter 5 (commencing with Section 56500), unless a pre-hearing mediation conference is held. LAI shall, prior to the placement of the individual with exceptional needs, ensure that a general education teacher, and other persons involved are knowledgeable of the content of the IEP. A copy of each IEP will be maintained within LAI administrative offices, at the school site. All IEPs will be maintained in accordance with state and federal student confidentiality laws. Service providers from other agencies, who provide instruction or a related service off the school site, will also be provided a copy of the IEP.

The California Department of Education Complaint Resolution Information downloaded from cde.ca.gov. is as follows:

Complaint Resolution

When a complaint alleges that there has been a failure to implement a federal or state special education or disability discrimination law or regulation by a public education agency (district, SELPA, county office, etc.), the complaint resolution process is available to investigate the situation. The complaint process is available for any student or group of students who, because of disability, need special education and/or related aids and services. A complaint can be filed by anyone. The complaint must be in writing and should describe the problem and include all the information needed to support the allegation or complaint.

The Procedural Safeguards Referral Service (PSRS) is available to assist and to answer questions by telephone at 1-800-926-0648 from Monday through Friday, 9:00 a.m. to 4:00 p.m. When the written complaint is received by the California Department of Education, the PSRS staff delineates the violations and forwards the package to the Complaints Management and Mediation Unit for investigation. If a violation is substantiated, corrective actions are written, and the district is required to satisfy the compensatory requirements. If the complainant is not satisfied with the outcome of the investigation, they may file a request for reconsideration with the State Superintendent of Public Instruction.

Under most circumstances, the complaint may be resolved at the local level. Within the 60-day timeline from initial filing to the investigation report, the first ten days may be used by the local district to resolve the issues and achieve completion to the satisfaction of the complainant. Fast Track Reports require the same components as a comprehensive compliance report, except the report can be accomplished in two pages. This requires that the Fast Track responds to limited number of allegations and the evidence must clearly reflect the compliance or noncompliance of the district that can be clearly presented in the two-page format.

International Focus

To be educated in this era, one must be familiar with a variety of people and cultures.

In the 6th grade, students will take an International Studies course. In the high school the classes, students explore international contributions to the local and global economies and to the core content areas. Students have opportunities to learn about the world through the many educational sites in Los Angeles (i.e. The Japanese American Museum and The Southwest Museum).

LAI families can host an international student; however, many organizations have host families. LAI has partnered with an International Program for visiting high school students from China. These students will spend two weeks out the school year on LAI's high school campus and engage in our curriculum. Our students will likewise be eligible to attend school in China for two weeks in this exchange program.

LAI is applying through Homeland Security to accept students on F1 Visas; but is eligible to accept students on J1 Visa.

Program Includes:

- Enrollment in a U.S. public high school for two semesters in their senior year of high school.
- Room and board organized through the consulate.
- Orientation after arrival in the U.S.
- Periodic program evaluation.
- Optional environmental conservation and community service project.

Successful applicants have:

- An acceptable score on the SLEP test of the English language.
- Maintained the equivalent of at least a "C" grade average in their home country.
- Have demonstrated openness, flexibility, above average maturity, and a sincere desire to participate in an intercultural program.
- Be of good health, enough to succeed on an intellectually, physically and emotionally rigorous program.
- Complete the application in full and provide all documentation required.
- Be between 15 and 18 years of age upon arrival.
- Not have graduated from high school in the home country.

The LAI continues to expand its International focus. In the future, LAI may create other partnerships with entities to serve international students. LAI is considering a partnership with Chinese consulate to provide academic support for students in grades 9-11 in their home country and accept those students as 12th grade students at LAI. All students on a J1 visa are eligible for this program. LAI reserves the right to also discontinue partnerships.

S 2 & 3: MEASURABLE STUDENT OUTCOMES & ASSESSMENT METHODS

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

The method by which pupil progress in meeting those pupil outcomes is to be measured.

Education Code Section 47605(b) (5) (C)

This section satisfies Education Code Section 47605(b)(5)(C), which requires a description of "the method by which pupil progress in meeting those outcomes is to be measured." These outcomes apply to each grade level.

With the adoption of the Common Core State Standards and the eight state priority areas, LAI has revamped both its goals and methods utilized to measure the goals.

Student Achievement

Performance on Standardized Tests

LAI will satisfy state requirements for student assessments pertaining to Education Code Section 60605.

LAI is committed to closing achievement gaps and increasing the academic performance of all its students, including all the student subgroups identified by the state of California with the following:

- The transition of middle school to high school has been a challenge; therefore, LAI implemented the Summer Transition Program. It is a five (4) week program for incoming freshman students. However, current students can attend the program as well. During the program students are enrolled in three (3) courses: Math Readiness, English Readiness, and an elective course. The goal of the math and English intervention is to provide students with an opportunity to strengthen the necessary skills prior to taking the content courses preparing them to meet the demands of high school Math and English. The elective portion of the program is to get students ready with skills that will help them be successful with the transitioning from middle school to high school. The summer bridge also seeks to provide incoming freshman students and their parents with a better understanding expectation and demands of attending a college preparatory high school.
- Integrated Math is offered as a second math class for student's identified as at-risk. Students take this course in addition to their core math class.
- In collaboration with our after-school program (YPI) students who are referred by core subject teachers are tutored after school with supplemental instruction to meet the academic requirements. Progress is monitored and reported to referring teachers. Students receive tutoring session ratio is 10:1.
- Quarterly bench marks are designed to identify student's growth and target students' needs to better assist them with intervention and goalsetting.
- Student's performance is monitored on an ongoing basis with teacher collaboration, self-monitor students' grades, progress reports, parent conference, and teacher student corrective action plans.

With LAI building a middle school program, the summer program will open to entering 6th graders and 9th graders.

The goals, methods, and performance outcomes for the students who attend LAI are as follows:

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
44% of current students are performing proficient or advance	Decrease the number of students scoring below basic and far below basic by 5%.	Students will be assessed four times throughout the school year to identify standards not mastered.	Student progress will be measured through student work and assessments.
Grade Level Data Teams will perform student and subgroup analysis when reviewing Benchmark Data on a quarterly basis or as needed.	Grade level data teams will identify needed interventions and instructional strategies.	Additional goals and interventions will be outlined for each student and subgroups. Individualized plans for tutoring will be implemented based on student needs.	Student progress will be measured through student work and assessments. Students will be provided with progress after each assessment to further analyze and self-reflect.
9 th and 10 th grade assessments are aligned to Smarter Balanced Assessment	Students will have access to Smarter Balanced Assessment Consortium aligned benchmarks.	Have students complete online benchmark assessments.	Online assessments data reports.

Math is LAI's critical need area. Historically math has been area for improvement and statistically in schools across the states, math is the area that always carries the deficit on the CAASPP for schools. LAI has a higher subgroup of students with disabilities that are testing than in the previous years. Thus, math intervention was put in place as a year-long math support class for the testing population, including EL students and students with special needs. In doing so, we have noticed that the nearly met category has soared.

LAI is administering practice tests school wide beginning in grade 9 for CAASPP. Familiarizing students with the material and having them practice in the appropriate testing environment will support a greater success rate. Students are also taking PSAT exams early in grades 9-11, to develop skills to be successful on the SAT or ACT exam.

Students enrolled in the Independent Studies program will have the same access to English Intervention, as the curriculum in an on-line Reading Plus Program, and the Math Intervention program will be furnished by Carnegie.

Share of Academic Performance Index Scores

API's are no longer used for measurement. LAI's CAASPP scores as reported are as follows:

2016 (ELA)

13% Exceeded Standard
38% Met Standard
23% Nearly Met

2017 (ELA)

7.84% Exceeded Standard
33% Met Standard
24.45% Nearly Met

2018 (ELA)

10.64% Exceeded Standard
38.30% Met Standard
25.53% Nearly Met

2016 (Math)

0% Exceed Standard
12% Met Standard
28% Nearly Met

2017 (Math)

0% Exceeded Standard
8% Met Standard
16% Nearly Met

2018 (Math)

0% Exceeded Standard
8.51% Met Standard
21.28% Nearly Met

LAI strongly feels that preparing students in the middle school and matriculating those students in to high school will better prepare them for success on this exam. It will provide the school adequate time to bridge the gaps in elementary school and individualize their learning for success.

Share of Students that are College and Career Ready

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
2017-2018 100% of graduate students met the A-G requirements.	All students will satisfy UC/CSU A-G Requirements.	All LAI A-G courses will be UC approved.	Students will evaluate and monitor their progress towards graduation at the beginning of each semester.
Students participate in college and career projects.	All students will identify career and major they wish to pursue.	Students will identify through College Prep 9 careers of interest. In College Prep 11 students will identify their major and colleges of choice.	Students will compile a College Prep Binder that will accumulate throughout their high school.

To ensure that students are college ready, LAI has implemented College Preparatory classes in which each high school grade level will participate in monthly units that prepares them for high school success and for success in college and beyond.

The College Preparatory Program

In CP (9): Students increase their awareness of high school traditions, routines and expectation. Curriculum: Time Management, Goal Setting, Stress Management, Study Skills, Test-Taking Strategies, Note-Taking Skills, Reality Check-Report Cards/Progress Reports, Career Research, Conflict Resolution, Personal Finance Responsibility, Self-Evaluation/Goal Setting, CASSPP Practice testing, and Evaluating the 9th grade experience.

In CP (10): Students increase their awareness toward college and transition. Curriculum: Graduation Requirements, Understanding Test Scores, Study Skills, Test-Taking Skills, Note-Taking Skills, CAASPP exam prep and practice test, Creating a 3-year plan, Reviewing Careers, Developing Peer Leadership, Critical Thinking, Team-Building, Improving Organizational Skills, Internet Safety and Networking, Transcript Review.

In CP (11): Students increase their awareness about the real-world experiences beyond high school. Curriculum: Credits/Graduation Checklist, Study Skills/Support Services, Time Management, Need Based Financial Aid, Life Obligations, Rights and Responsibilities, Resume Writing, Finding Employment, Job Application, Interview Skills, Workplace Behavior, Creating Essays, CAASPP exam prep and practice test, and Almost a Senior.

In CP (12): Students increase their awareness of college expectations and expectations in the workforce/real world. Curriculum: Senior Year Plan, Testing and Assessing, Reference Letters, Personal Finance: Living on Your Own, FAFSA, Stress Management for Young Adults, Senior Year Reflection, Graduation Readiness, Post-Secondary Survival Tips, Living on My Own, Evaluation the 12th grade Experience.

Over 90% of our graduates have been accepted into colleges and universities. As of 2018 98% of our graduates were accepted in to a four-year university. Some universities our alumni attend is (but not limited to): UC Berkeley, UC Santa Cruz, UC Riverside, UC Davis, UCLA, UC Santa Barbara, UC Irvine, Mount St. Mary's College, Humboldt State University, New York University, University of Utah, Fresno State University, Otis College of Art & Design, Whittier College, Pasadena City College, Cal State Univ. East Bay, Cal State Univ. Los Angeles, Cal State Univ. Northridge, Cal State Univ. Channel Island, Cal State Univ. Fullerton, San Diego State University, Academy of Art University, Cal Poly Pomona, Chico State University and San Francisco State University.

Share of ELs That Become English Proficient

The ELL coordinator works with students individually or in groups, depending on the student’s needs. The ELL curriculum includes, but it is not limited to, reading, spelling, writing, speaking, Mathematics, History, Science and College Prep. The ELL Coordinator uses differentiated instruction, Study Island, graphic organizers, scaffolding, modeling and visuals to support student’s recognition of essential information in all academic subjects. Appropriate language scaffold is provided to students. The ELL Coordinator works with ELL students through reading, writing and discussion activities to help each student’s literacy habits and communication skills. In addition, the ELL Coordinator is in constant communication with all teachers to ensure all ELL students are getting the support they need.

Personalized Learning with Compass Learning

Compass Learning is uniquely positioned to help teachers provide a successful, personalized learning experience for each student. ELL students will partake in this learning during the 20 minutes once a week they get pulled out.

By utilizing current and confirmed research, our learning products are designed to do the following:

- Assess the student’s top three interests, learning styles, and expression styles
- Evaluate strengths and weaknesses in specified subject areas (English and Math)
- Prescribe highly-personalized learning pathways that instruct and build 21st century skills
- Provide engaging, digital-based K-12 curricula that develop knowledge and higher-order, critical-thinking abilities

Educators can monitor progress and make curriculum adjustments in real-time, based on robust data that can be customized at a student, classroom, grade, school, or district level. Reading Plus, LAI’s English Learner, English Supplemental Program (EL) program is web-based, interactive, and engaging—even for struggling students. The multimedia-rich environment and animated lessons keep students engaged while their language and math skills improve. Lessons focus on real- world conversations and weave language skills into exploratory activities. This approach is patterned on the way a young child would learn his or her own native language.

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
Students are provided with additional EL support by the EL Coordinator and constant teacher feedback is provided to maintain EL performance at basic and above level	EL students will be successful in English when integrated with the general school population as measured by student progress report grades and teacher progress evaluation reports	Student will be monitored by the EL Coordinator when placed in a classroom with the general population	English teacher progress report and EL Coordinator quarterly progress report Report Cards

EL Reclassification Rate

LAI administers the California English Language Development Test (CELDT) in the first month of the school year to all its students that are identified as English Learners (EL).

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
2017-2018 Out of 16 students a total of 37.5% (6) were reclassified.	25% of English Learners will be Reclassified to Fluent English Proficient (RFEP).	<p>Teachers will use "Six Key STRATEGIES for Teachers of English Learners" to differentiate instruction for English Learners in the classroom.</p> <p>English learners will attend their English teacher's office hours weekly for extra support.</p> <p>Students will receive also support from the EL Coordinator.</p>	CELDT and EPLAC score reports and reclassification information will be provided by the EL Coordinator each year.

Other Student Outcome

School-Wide Performance Outcomes

School Wide Outcome Measures:

- Increase enrollment to reach and maintain 220
- Continue to show improvement on test scores, CAASPP, AYP and outperform neighboring traditional public schools
- Maintain WASC accreditation

Content-Specific Performance Outcomes

Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the California State Standards. Standard Based Aligned Benchmark Assessments are administered four times a year to show mastery of content area.

Benchmark Corrective Action Plans

Teachers analyze benchmark results in grade level data teams in order to identify student needs and intervention strategies. Each teacher then submits as needed a corrective action plan outlining each student's improvement plan including, tutoring and re-teaching strategies.

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
2017-2018 All content areas were to administer their benchmarks/final exams on Illuminate and disaggregate the data with their students.	<p>70% of the students will take and pass their benchmarks/final exams.</p> <p>Students will increase proficiency rating on CAASPP, PSAT & AP tests annually.</p> <p>Teachers will align the benchmarks to the CAASPP.</p>	<p>Teachers will use "Six Key STRATEGIES for Teachers of English Learners" to differentiate instruction for English Learners in the classroom.</p> <p>English learners will attend their English teacher's office hours weekly for extra support.</p> <p>Students will receive also support from the EL Coordinator.</p> <p>Teachers will adhere to their pacing plans that will be aligned with the Common Core Standards.</p> <p>Teachers will align their assessments to language as it appears on the CAASPP, PSAT and AP tests.</p>	<p>CELDT and EPLAC score reports and reclassification information will be provided by the EL Coordinator each year.</p> <p>10% growth in the categories of met and nearly met of the CAASPP.</p> <p>10% growth in AP scores.</p> <p>10% growth in PSAT and SAT scores.</p>

PSAT Exam

All students in grade 9th, 10th and 11th grade is required to participate in the PSAT Exam that is offered on campus to ensure students are prepared for the SAT exam. Teachers and administrators analyze results to see if projected scores are met and that classroom strategies are implemented. LAI is unable to access the scores prior to 2017.

Chart 8: LAI PSAT Results History

Critical Reading	2017	Math	2017	Writing Skills	2017
9th Grade	N/A	9th Grade	N/A	9th Grade	N/A
10th Grade	8-38 22	10th Grade	8-38 20	10th Grade	8-38 21
11th Grade	8-38 20	11th Grade	8-38 20	11th Grade	8-38 20

Chart 9: LAI SBAC (California High School Exit Exam) Results History

School Year	Subject	# Tested	% Passed
2016	Mathematics	60	12%
	English Language Arts	61	52%
2017	Mathematics	50	8%
	English Language Arts	51	41%
2018	Mathematics	47	8.51%
	English Language Arts	47	49%

In analyzing the data, in 2016, more students tested but less students with disabilities and EL status tested. In 2017 fewer students tested but more students with disabilities and EL status tested. In 2018, fewer students tested but more students with disabilities and EL status tested than in both the prior years; yet there was still growth in 2018 due to the implemented strategies to support these populations. LAI does not have any foster youth or homeless students of record.

School Climate

Student Suspension Rates

LAI will work with students, parents and teachers as an intervention before resorting to suspending a student.

School Year	Suspension Rate	Expulsion Rate	Comments
15-16	3.7%	0.0%	official
16-17	3.5%	0.0%	official
17-18	4.1%	0.0%	projected/unofficial
Baseline Performance Level:	Annual Goals:	Actions To Achieve Annual Goals:	Annual Measurable Outcomes:
2017-2018 LAI reported 4.1% suspension rate	Maintain an annual suspension rate of less than 6% as recommended by the state.	Teachers will be trained on classroom management, discipline and student behavior. Teachers and administrators will use RTI and Progressive Discipline to lower the suspension rate. Teachers, students, parents and administrators will work towards an intervention plan.	Suspension data rate provided by School Accountability Report Card.

Student Expulsion Rates

LAI will work with students, parents and teachers as an intervention before resorting to expulsion of a student.

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
2017-2013 LAI reported 0% expulsion	Maintain an annual expulsion rate of less than 3%.	Teachers will be trained on classroom management, discipline and student behavior. Teachers, students, parents and administrators will work on intervention plan.	Expulsion data rate provided by School Accountability Report Card

Other Local Measures

LAI has built upon other external partnerships that provide, academic, enrichment and athletic services for students and parents to help meet the effectiveness of the high school.

Youth Policy Institute (YPI) is a 501(c) 3, nonprofit agency which began operating in California in 1996. YPI provides education, training, and technological resources and services for low income communities in Los Angeles. Its programming capacity has recently included affiliated Charter Schools, including LAI. To date, YPI has offered the following programs to LAI students:

- Academic Tutoring
- APEX
- Soccer
- Urban Art
- Bulldogs T-Shirt Company
- DJ workshop
- Pre-Production Film
- Hip Hop Cinema
- Softball/Baseball
- Boys and Girls Basketball
- Volleyball
- College Field Trips and Events

LAI has participated in the Los Angeles CIF City Section League in the following sports:

- Girls Volleyball
- Boys and Girls Basketball
- Baseball and Softball
- Cross Country

In 2018, LAI was reissued the grant to partner with YPI for another five years of service. YPI awarded LAI with a 20k grant in 2018 to bring a new Apple computer lab to the school.

Basic Services

Rate of Teacher Mis-assignment

All LAI faculty who teach in the content areas have a masters or bachelors and are credentialed in their instructional content area. LAI works with a balance of highly qualified staff that are well-equipped with the skills required to ensure the success of the school and its students.

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
2017-2018 all teachers hired had a valid California teaching credential or were enrolled in a valid credential program.	100% of core content teachers will hold a valid California teaching credential.	<p>LAI will verify status of credential on CCTC before interviewing a candidate. LAI will require staff to submit a valid CA Teaching Credential in their content area.</p> <p>LAI will sponsor teachers on internship status that are in completion of their credential.</p> <p>LAI will pay \$1500 per teaching employee in a clearance program.</p>	Submit credential status of all teachers to chartering agency.

Student Access to Common Core Standards-Aligned Instructional Materials

LAI will provide all students and teachers with access to Common Core standards- aligned instructional materials and resources.

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
All students are provided with CCSS aligned materials, instructional resources and materials	100% of students and teachers will have access to CCSS aligned material, additional instructional resources and materials.	All instructional material and resources will be aligned to CCSS.	Teacher feedback will be provided on effectiveness of Instructional material and resources used.

Facilities in good repair

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
2017-2018 facility inspection noted replacement of lights, repairs to exit signs, and other minor repairs.	Facility will pass annual facility inspection	Identifying and repairing items as needed	Pass annual inspection conducted by LACOE

ELEMENT 4: GOVERNANCE STRUCTURE OF THE SCHOOL

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

Los Angeles International Charter School Board of Directors

Education Code Section 47604(a) Charter schools may elect to operate as, or be operated by, a non-profit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law [Part 2(commencing with Section 5110) of Division 2 of title 1 of the Corporations Code).

LAI operates as a Nonprofit California Public Benefit Corporation and is a legally and operationally independent entity, governed pursuant to its bylaws.

LAI has a governing Board that shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation, and the Bylaws. The LAI board will also comply with Government Code Section 1090 and the Political Reform Act. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised under the Board's ultimate jurisdiction.

In accordance with Education Code Section 47604 (b), the sponsoring district, which is LACOE, shall be entitled to a single representative on the LAI Board of Directors. The LACOE representative will be appointed in accordance to a formal method and/or policy adopted by the LACOE Board of Education. This method or policy, in written form, will be presented to the Board of Directors of LAI by the appointed LACOE representative. The LACOE representative will abide by all the bylaws of LAI and endeavor for the success of the LAI.

LAI will notify LACOE within 72 hours for regular meetings and 24 hours for special meetings, times and places.

LAI will make a required annual report to the Board of LACOE. The annual report will include information on fiscal, governance and student academic achievement.

Education Code Section 4760(c). It is the intent of the legislature that an authority that grants a charter to a school to be operated by, or as, a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school.

Assurance of Legal Compliance

LAI will comply with all laws relating to non-profit agencies and charter schools in general, all federal laws and regulations and state codes. Furthermore, LAI accepts and understands obligations to comply with specific sections of the Education Code: Sections 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance.

Public Operating Principles

During the term of this charter, LAI will comply with the provisions of the Brown Act (Government Code sections).

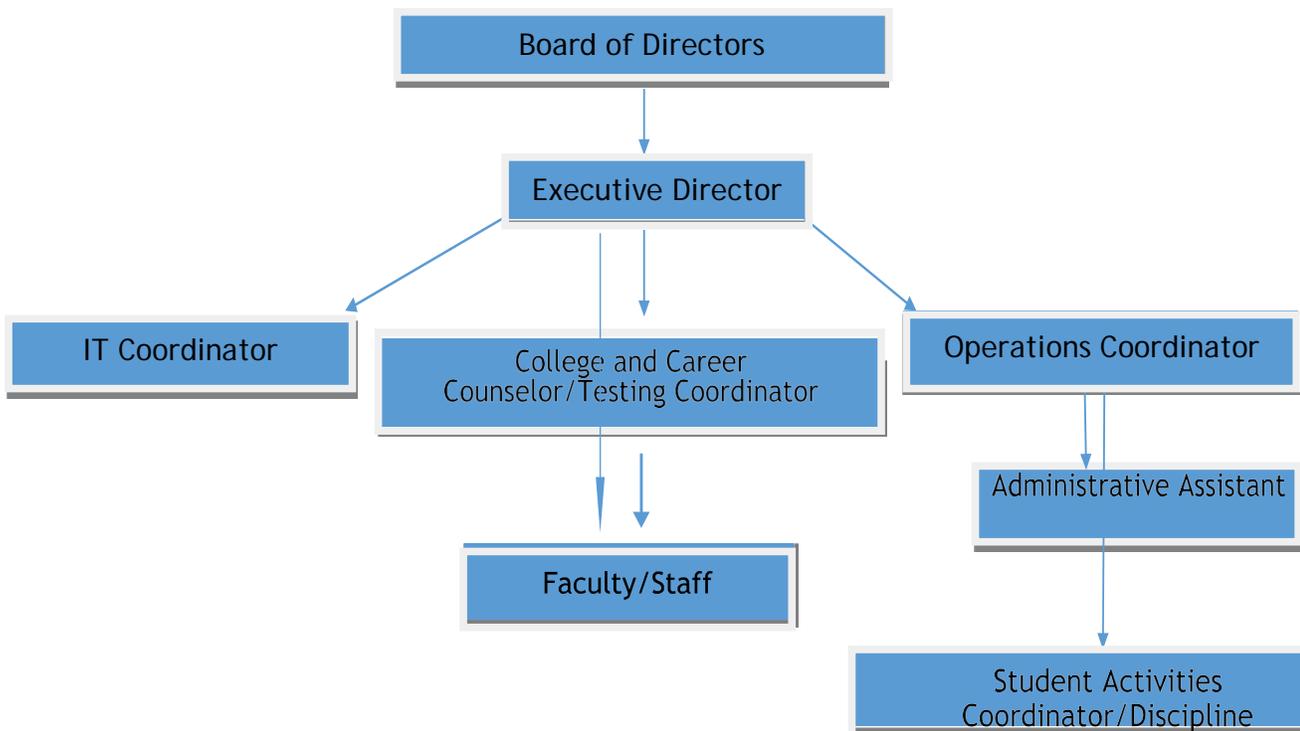
Organizational Chart for LAI

The following is an organizational chart that illustrates how decisions are made at LAI.

Chart 9: LAI Organizational Chart

LAI ORGANIZATIONCHART

Governance Structure



Presently a 6-member independent board of directors governs LAI. The number of board members may be changed by a majority vote of the board; however, a 7-member board is currently the maximum number of members the LAI Board of Directors can appoint. Members are drawn from the school and local community. The day-to-day management of the school is delegated by the board and is the responsibility of the Executive Director.

Should LACOE exercise its option to have a representative on the LAI Board the member will be appointed by LACOE in accordance with a formal, LACOE board adopted policy. The community representatives will be identified by the Board from members of the local and academic community. The board will then vote to either have the person(s) included on the board or not. If the board votes to include the selected person on the board, the administration will invite the person(s) to sit on the board and they will serve for one term. At the end of their term, the board of directors will vote on whether to give them another term or not.

Roles and Responsibilities of Members of the Board of Directors:

The purpose of the board will be to establish school policy and monitor the fiscal health of the school, approve the annual budget, and conduct fundraising.

Terms of Office

Each director shall hold office until the next annual meeting to elect the Board of Directors, as specified in the bylaws. Vacancies on the Board may be filled by a majority vote of the Board. The number of directors may be changed by amendment or change to the bylaws. All changes made by the Board will be approved by a required majority vote.

Policy-Setting and Day-to-Day Operations

The Board of Directors will set policy for the LAI and the Executive Director with the support of staff will carry out the day-to-day decisions and operations.

Board of Directors-Decision-making Role

1. Establishes all school policies including, but not limited to:
 - Students
 - Curriculum and Instruction
 - Administrative Personnel
 - Fiscal matters
 - Health and Safety
 - Community Matters
2. Performs any and all duties imposed on it collectively or individually by law, the Articles of Incorporation and the bylaws of the corporation.
3. Hires and defines the duties and fixes the compensation of the Executive Director.
4. Supervises and evaluates the performance of the Executive Director to assure that his/her duties are performed properly.
5. Meets at such times and places determined by the Board and stated in the bylaws.

How Board Decisions are Made

Currently regular meetings of the Board may be held on the third Tuesday of each odd month at 6:00 pm unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day. All meetings will comply with the Brown Act, (Government Code section 54952.2). The Board will make decisions only when it is in session. The Board will speak only through its adopted agenda, minutes or resolutions. Board members will abstain themselves from discussing and voting on issues that may be considered a conflict of interest for themselves. Board members will vote on action items that are identified on the agenda. A majority vote is needed to pass an agenda item.

In order to address issues and /or complete tasks consistent with the mission, vision, and policies of the school, the Board and/or individual stakeholder groups will form various committees and /or advisory councils as needed.

Administration

The Executive Director of LAI will conduct the day-to-day operation/management of the school. Specific duties of the Executive Director will be negotiated between the Executive Director and the LAI Board, and decided by the LAI Board. Present duties of the Executive Directors are facilities, budgetary issues and community relations, ensure that school facilities are compliant to all ADA and building codes and are well maintained, assure that the school budget is in balance, act as the financial officer, or if one is hired, supervise the financial officer, develop and maintain open and cordial relations between LAI and local and surrounding communities, develop curriculum and instruction at LAI, responsible for formulating and maintaining a high quality college-preparatory program, oversee professional development and school improvement, ensure that students participating in internships/community service learning and study- abroad are placed in a location that will be safe, provide academic challenges, and have opportunities for meaningful community service/internship work.

If principal position is created, the principal will work with the Executive director to develop the overall program at LAI. He/she will be responsible for formulating a high-quality college-preparatory program, oversee professional development and school improvement. Specific duties of the administrator will be negotiated between the administrator and the Executive Director and written in an Employment Agreement. The administrator will report to the Executive Director.

Amendments to Charter

The governing Board of the LAI may request an amendment of the charter from the chartering agency's governing board at any time prior to expiration.

Business and Operations Management

LAI provides services including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. The LAI will monitor adherence to the charter process and the law. LAI has contracted with Charter School Management Corporation to provide budget and accounting systems. LAI assures that the accounting system for LAI will follow generally accepted accounting principles.

Parental Involvement

Promotion of Parental Participation

Parental involvement is crucial in ensuring student success. LAI will support parents to ensure students success with the following:

- Parents will participate in a minimum of two (2) parent conferences each school year.
- Coffee with the Counselor a minimum of four (4) times per year.
- Meetings with individual classroom teachers are scheduled as needed on a regular basis to discuss the progress and needs of each individual student.
- The school will make every effort to fully inform parents as to the curriculum offered and their child's progress.
- Parents receive a username and password for the school's student's database, PowerSchool, where parents are able to log on and monitor student grades, attendance, and email teachers
- Parent workshops.

Efforts to Seek Parent Input

LAI continually strives to improve communication with parents by conducting annual parent surveys, having a parent representative on the Board of Directors and parent representation on the SCC. LAI also publishes a Monthly bulletin that highlights dates and events in order to keep parents informed. LAI will continue to work diligently towards increasing lines of communications between the parents and the school.

Parents will have the opportunity to sit on the LAI board and help with school wide decisions.

Baseline Performance Level:	Annual Goals:	Actions to Achieve Annual Goals:	Annual Measurable Outcomes:
80% of parents participation for Orientation, 50% of participation for Conferences	Increase by 10% on parent participation for conferences and school functions	Provide parents with enough time for conferences via email, phone, web postings, and newsletter	Parent conferences sign sheet
One (1) parent representative sits on the LAI Board	Continue parent participation on school board	Invite parent to interview for the school board	Board member roster submission to LACOE

Process to Ensure Teacher Involvement

In accordance with Education Code Section 4 7605(c) 2, LAI shall on a regular basis consult with parents and teachers regarding the school’s educational programs.

The instructional program for LAI has been and will continue to be developed collaboratively with LAI’s teachers. Teachers’ involvement will be ensured in the following manner:

1. Teachers will develop and implement course work on an ongoing basis regarding interdisciplinary thematic units and alignment of instruction to state and district standards and frameworks.
2. Teachers will have the opportunity to meet with the administration in order to:
 - Communicate teacher requests
 - Share teacher concerns
 - Articulate program progress and effectiveness
 - Assess overall student progress, achievement, and needs
 - Discuss concerns regarding individual student progress and needs

The administration of the school and the board of directors will, at all times, honor and respect the teachers’ voice and will welcome teacher input.

In the spirit of collegiality, teachers will support and advise one another on an ongoing basis.

Process to Ensure Student Involvement

LAI believes that active involvement by students will result in an increased sense of ownership and connectedness to the school and its instructional program. Student involvement will be ensured in the following manner:

1. LAI students will elect a student to participate in LAI Leadership and will participate in school-wide events and projects and sit on the SSC.
2. Student representatives will have an opportunity present to the board.
3. Students shall always be encouraged to communicate freely and openly with the school administration and staff regarding concerns related to particular situations, conditions, or the overall school program.

Process to Ensure Community Involvement/Engagement

Representatives from both the business community and greater educational community shall serve as voting members of the Los Angeles International Charter School Board of Directors.

The administration, staff, and Board of Directors continually seek community partnerships that will enhance the instructional program and support the vision and goals of the LAI.

Agreement

The parties acknowledge that the LAI and the LACOE have entered into an Agreement. The terms of that Agreement are incorporated here by reference as if they are fully set forth herein and are thus part of the charter.

LAI will provide LACOE with available, standard student data and copies of public information for the sake of data collection and accountability.

ELEMENT 5: EMPLOYEE QUALIFICATIONS AND OTHER PERSONNEL MATTERS

This section satisfies Education Code Section 47605(b)(5)(E), which requires a description of “the qualification to be met by individuals employed by the school.”

Qualifications

All employees must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. Background investigations, including tuberculosis clearance and fingerprinting, will be required for all new employees.

Administrators (General Qualifications)

- Innovation and flexibility
- An open-mind
- A respect for other peoples’ opinions and views
- An inclusive attitude
- Experience operating or managing a school
- Ability to work with parents, community, students and all other people involved with the school
- Ability to articulate and enforce the school vision, socially and academically
- Ability to work with and accept the Board’s decisions
- Actively seeks the input of all other interested parties involved in the school prior to making any major decisions
- Actively communicates in a positive manner with all people involved with the school
- Vision to continue to help the school grow in all areas, including academically and fiscally
- Ability to maintain order and focus on campus_

Faculty:

For core classes LAI will retain or employ teaching staff who hold appropriate valid California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing.

LAI may also employ or retain qualified non-certified instructional support staff to serve in an instructional support capacity. These employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support.

At minimum, the faculty employed at LAI must possess:

- Valid state-issued teaching credential for core classes
- An open-mind
- Flexibility
- For non-core classes, hold a degree in the subject they want to teach or have extensive professional knowledge of the subject area
- The ability to work with other teachers across the school to improve all areas of academics
- High motivation and focus on the school goals
- Demonstrate competency in the appropriate subject matter
- Have experience working with families from diverse cultural and economic backgrounds

In 2019, the Student Activities Coordinator will also handle discipline as the currently the Athletic Director handles discipline and this will be a PT position moving forward.



Administrative Assistant/ Parent Liaison

GENERAL PURPOSE OF JOB:

The primary responsibility of the Administrative Assistant & Parent Liaison is to assist in all clerical duties and serve as the liaison to the parents and community.

Reports to:

Board of Directors, Executive Director

Supervision:

Certificated and classified staff

ESSENTIAL DUTIES AND RESPONSIBILITIES:

LEADERSHIP: must be enthusiastic about the vision, mission and program of LAI and exemplify the following qualities and dispositions:

- Serve as receptionist.
- Maintaining order, structure and cleanliness to the front office.
- Answers phone calls in a pleasant, informed manner for the purpose of providing information and creating a good image of the school.
- Checking voicemails and assimilating information as needed.
- Copying and faxing of sensitive information.
- Assist students and others with routine problems and will refer non-routine items to a supervisor.
- Contact parents if student is absent and/or late to school.
- Maintain attendance records, student records and various logs (e.g. early pick-up log, visitor log, detention log, etc.) via PowerSchool SIS.
- Issue and maintain files for absent slips, tardy slips and summon slips as needed.
- Administer first aid and medication to student when needed.
- Order student and distribute lunch on a daily basis per NSLP, organize lunch distribution and ensure compliance of reports accordingly.
- Respond to inquiries from a variety of individuals (e.g. staff, parents and other schools).
- Responsible for confiscated electronics.
- Provide substitutes with class rosters and lesson plans.
- Organization of the school uniform program.
- Provide teachers with detention log on a daily bases.
- Ensure all teachers take proper attendance.
- Ensures the ringing of the bell.
- Organize parent volunteers and communicate via ParentLink.
- Monitor and maintain records required by Title I.
- Serves as a liaison between school and community for parent involvement purposes.
- Initiates and responds to parent phone calls, emails, and written correspondence related to Parent Involvement and/or Parent Center

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- Participates in early release conferences, assisting parents with the understanding of progress reports, school progress reports, and report cards.

QUALIFICATIONS:

- Ability to exhibit the qualities of leadership essential to successful administration of a LAI.
- Ability to work with pupils and adults in a supervisory capacity.
- Ability to exercise good judgment and tact.
- Ability to cope with emergency situations.
- Ability to speak and write effectively.
- Ability to effectively work with all segments of the educational community and general public.
- Knowledge of curriculum concepts and materials pertinent to high school education.
- Knowledge of basic elements of instruction.
- Knowledge of effective and grade level appropriate teaching strategies, curricular programs and materials.
- Knowledge of SIS system, Blackboard and PowerSchool.

EDUCATION and / or EXPERIENCE:

- High School Diploma
- At least 3-5 years of Administrative experience in a school setting

Contact: Los Angeles International Charter High School 323.257.1499 www.laicharter.org



Athletic & Discipline Coordinator

GENERAL PURPOSE OF JOB:

The primary responsibility of the Athletic & Discipline Coordinator is to oversee all LAICHS CIF Sports and Coaches and to ensure a respectful and safe environment for students, families and Athletes.

Reports to:

Executive Director and CIF Commissioner

Supervision:

Certificated and classified staff

ESSENTIAL DUTIES AND RESPONSIBILITIES:

LEADERSHIP: Must be enthusiastic about the vision, mission and program of LAI and perform the following tasks:

- Assures a safe environment in which the teaching and learning of students and staff can take place.
- Serves as a role model in setting the direction of the school, ensuring that a continual cycle of inquiry based on best practices in research is in progress.
- Takes leadership in creating healthful human relationships which will provide a suitable climate for our student-athletes.
- Recruits student-athletes making sure they hold a GPA of 2.3 or greater and holds a cleared physical.
- Host Parent and Coaches meetings before each sport begins to review all CIF and LAI forms and code of conducts. As well as academic goals in order to remain an athlete.
- Attend CIF Athletic meetings as well as CIF league meetings.
- Create a League Schedule for every Sport for Coaches, Parents, Staff and our Student- Athletes.
- Compare CIF schedule with Arbiter making sure officials are scheduled for the games.
- Locate Gyms and Fields for sports as well as take care of permits.
- Input all Athletic information into database.
- Supervise all games, coaches, and athletes.
- Work with Recruitment & Student Activities Coordinator and Student Government Teacher to fundraise for athletics and secure donors for athletics.
- Enforce school discipline protocols with students, perform daily uniform checks and enforce consequences with regards to non-compliant students and students not attending detention.
- Coordinate with YPI to develop a system to ensure students arrive to detention daily and check-in/check-out.
- Conduct parent conferences, issue detentions, suspension etc.
- Ensure student athlete protocol is equitable to entire student population.
- Contact parents of seniors in violation of contract.
- Assist Administrative Assistant in the following: issuing tardy slips, checking in/out guests and students, organizing the front office and keeping student files clean and up to date.
- Yard Duties (gate supervision: morning/evenings), monitoring during passing periods, break and lunch.
- Open restrooms as needed.
- Assist with activities as needed.

QUALIFICATIONS:

Contact: Los Angeles International Charter High School 323.257.1499 www.laicharter.org

Process for Staff Selection

The Executive Director and members of the LAI team selects the staff at LAI. The selection procedures shall not discriminate on the basis of affiliation, political, or religious acts or opinions, race, color, gender, marital status, national origin, ancestry, physical disability, mental disability, actual or perceived sexual orientation, medical condition (cancer-related), sex, or age. LAI staff shall reflect the diversity of the community. When vacancies occur, the Executive Director through his/her designees, shall:

1. Announce openings
2. Identify qualified applicants
3. Request resumes
4. Contact references

The administration of the school will utilize various resources and methods to locate and attract faculty and staff. These methods include internet-based resources such as www.edjoin.org, www.recruitingteachers.org, www.teachingjobs.com, the Charter School Association website, Craigslist, LinkedIn and various search engines.



Curriculum Specialist/EL Coordinator

GENERAL PURPOSE OF JOB:

The primary responsibility of the Lead Administrator/Curriculum Specialist is to serve as the educational leader and operate as the chief executive of the school in the absence of the Executive Director. The Lead Administrator/Curriculum Specialist will exercise responsibility for the organization and administration of the school, direction of the instructional and co-curricular programs, and operation of the school plant. The Lead Administrator/Curriculum Specialist will also serve as the liaison to the community.

Reports to: Executive Director

Supervision: Certificated

ESSENTIAL DUTIES AND RESPONSIBILITIES:

LEADERSHIP & CURRICULUM: must be enthusiastic about the vision, mission and program of LAI and exemplify the following qualities and dispositions:

- Assures a safe environment in which the teaching and learning of students and staff can take place.
- Serves as a role model in setting the direction of the school, ensuring that a continual cycle of inquiry based on best practices in research is in progress.
- Takes leadership in creating healthful human relationships which will provide a suitable climate for learning and teaching.
- Develops with the community and school faculty, a clear statement of instructional goals and/or objectives for the school consistent with the established educational goals of the district.
- Assist teachers to establish standards of expected progress for individual students in designated areas of study, and develop techniques for assessment of that progress, based upon district standards.
- Cooperates with district administrative and supervisory personnel in curriculum development, articulation, research activities, student personnel problems, testing programs, and official reports.
- Provides supervision of all teachers.
- Provides evaluation of all teachers assigned to the school according to the district regulations.
- Makes recommendations regarding the selection, retention and promotion of personnel assigned to the school.
- Administers the rules and regulations set forth by the Board of Education and Executive Director.
- Establishes practices and procedures consistent with the provisions of the California Education Code, other related codes and district policy.
- Develops and maintains effective communication systems with staff, students, parents, and the community.
- Provides for the delegation of responsibilities to a member of the staff when absent from school.
- Oversees the Special Education Program and ensure compliance.

- Manages resources effectively and appropriately including revenues and expenditures, personnel, facilities and equipment and special programs.
- Seeks outside funding sources and encourages staff to work cooperatively to acquire such funds.
- Takes responsibility for the appropriate utilization of staff and special programs to meet the individual student needs.
- Works cooperatively with the district administration to interpret general school and district policies and programs to the community.
- Encourages and fosters close relationships between the school staff and the parents.
- Attends job-related meetings and activities and assists with Recruitment Activities.
- Performs duties and responsibilities with limited supervision.
- Update lesson plan and pacing plan template as needed.
- Monitor and review submissions of certificated staff lesson plans.
- Ensure alignment of curriculum to California and Common Core State Standards.
- Administer Formal/Informal teacher observations and monitor and coach teachers.
- Assist in development of benchmarks.
- Collaborate with College and Career Counselor to organize college fairs and testing.
- Organize AVID program for College Preparatory classes.
- Plans weekly Professional Development for teachers and Creates and Oversees SSC (School Site Council).
- Ensures coordination and compliance of the EL program and EL population.
- Other duties as assigned by Executive Director.

QUALIFICATIONS:

- Ability to exhibit the qualities of leadership essential to successful administration of a LAI.
- Ability to work with pupils and adults in a supervisory capacity.
- Ability to exercise good judgment and tact.
- Ability to cope with emergency situations.
- Ability to speak and write effectively.
- Ability to effectively work with all segments of the educational community and general public.
- Knowledge of curriculum concepts and materials pertinent to high school education.
- Knowledge of basic elements of instruction.
- Knowledge of effective and grade level appropriate teaching strategies, curricular programs and materials.

EDUCATION and / or EXPERIENCE:

- Post Graduate work in school administration, curriculum and instruction or related field.
- Possession of an appropriate Administrative Credential or Certificate of Eligibility.
- At least 5 to 7 years of successful experience as a classroom teacher, and at least 3 years as a Curriculum Specialist.
- Progressively responsible experience in providing leadership in a school or district setting.

Contact: Los Angeles International Charter High School 323.257.1499 www.laicharter.org



Executive Director

GENERAL PURPOSE OF JOB:

The primary responsibility of the Executive Director is to maintain and develop the overall sustainability, fiscal health, daily operations, mission and vision of LAI (Los Angeles International Charter High School). In conjunction with support from Home Office, the Executive Director will oversee regional operations, budget and resource utilization, customer satisfaction, board management & development and business development. The Executive Director is responsible for quality of all lines of business and retention of partners and customers, as well as growing and/or developing new avenues of funding.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

LEADERSHIP: must be enthusiastic about the vision, mission and program of LAI and exemplify the following qualities and dispositions:

- Leadership by example and embodies LAI's mission to graduate active, enthusiastic learners and leaders who are prepared to succeed in the nation's top universities.
- Passionate commitment to the students, schools, families and communities we seek to serve.
- Understanding basics of change management and the ability to lead an adaptive team.
- Proven skills in business development.
- Belief in the capacity of students and staff to grow – and a commitment to foster that growth.
- Commitment to diversity and a vision of equity in education for all students.
- A deep, abiding and visible commitment to Continuous Improvement Management.
- Facilitative leadership style that will lead to success in a team-oriented, matrixed organization.

PROGRAM & SERVICE DELIVERY: must support quality program implementation and sustainability:

- Work with the Home Office to ensure that program implementation, curriculum and support is of excellent quality and in alignment with the needs of our school partners.
- Communicate with superintendents and school administrators as needed to maintain strong working relationships.
- Attend regular governance meetings with school district partners.
- Ensure compliance with California Department of Education requirements for the after school program, Youth Policy Institute (YPI).
- Ensure that contractual obligations to school districts, partners and other funders are met, as required.
- Monitor relationships between LAI's staff, and school and district-level personnel and parents.
- Work with regional leadership team to ensure high quality program implementation & staff engagement.
- Supervise, train, and develop subordinates in line with the objectives, policies and procedures of the organization.

FUND DEVELOPMENT & COMMUNITY RELATIONS:

- Identification, cultivation, and solicitation of donors.
- Frame strategy and tactics leading timely solicitation of gift prospects.
- Manage the stewardship of donors and cultivation of gift prospects.
- Maintain contact reports on all activities with donors and donor prospects.
- Implement communication strategy which includes maintaining a high level of communication vehicles including, but not limited to: case statements, brochures, publications, proposals, reports, and thank-you letters to donors.
- Implement annual plan, including goals, objectives, and actions.
- Collaborate with grant developers in drafting written proposals for foundations, corporation, and private funding.
- Assist with board development (including identifying potential board members cultivation and stewardship of members).
- Collaborate and communicate with Home Office.
- Work with Home Office, to plan and manage and budget, reporting anticipated variances and managing expenditures.
- Ensure compliance with regulatory requirements and control risk within acceptable limits.
- Attend monthly governance meetings with school district partners.
- Communicate regularly and fully with Home Office staff and attend required meetings.

OTHER RESPONSIBILITIES:

- Oversee, direct and review all direct reports and collaborate on management of shared reports.
- Participate in community events.
- Supervise, train and develop subordinates in line with the objectives, policies and procedures of the organization.
- Complete supervisory responsibilities in a timely and thorough manner.
- Maintain highest degree of confidentiality in student, staff and management matters.

EDUCATION and / or EXPERIENCE:

- Master's Degree from accredited university. Preferably an Administrative Credential.
- At least 5 years of increasingly responsible positions within the education or non-profit environment with management/administration.
- Excellent organizational, interpersonal, and networking skills with large groups as well as with individuals are essential.
- Ability to maintain a high level of poise and professionalism in all circumstances. Demonstrated ability to take primary responsibility for diverse number of projects and to complete them in a timely manner with limited supervision.



Los Angeles International Charter High School



Operations Coordinator

GENERAL PURPOSE OF JOB:

The Operations Coordinator provides critical support for school operations, including but not limited to student information management, vendor relations, inventory management, and event planning. The Operations Coordinator will be a self-starter that works cooperatively with both internal and external constituents. This position directly reports to the Executive Director, with limited reporting to the Controller. This position supervises Office Coordinators.

Reports to:

Executive Director

Supervision:

Certificated and classified staff

ESSENTIAL DUTIES AND RESPONSIBILITIES:

LEADERSHIP: Must be enthusiastic about the vision, mission and program of LAI and exemplify the following qualities and dispositions:

Administrative Duties

- Serves as liaison between staff and Executive Director.
- Coordinates calls, appointments and prepares correspondence for Executive Director.
- Files and organize vendor and personnel files.
- Assists Executive Director with various tasks as needed.

Student Services

- Demonstrates proficiency in PowerSchool, including but not limited to: logging in, searches, enrolling students, logging transactions, importing and exporting data, and creating reports.
- Manages student information uploads to CALPADS and PowerSchool
- Supervises Office Coordinator/s and Office Assistant/s to ensure accurate and timely entry of student information in PowerSchool.

Student Meal Program

- Supervises distribution, collection and verification of meal application by Office Coordinator/s and or Office Assistant/s.
- Trains office staff on these processes to ensure compliance with School Meal Program regulations.
- Coordinates monthly menu with food vendor.
- Serves as coordinator for school meal services; assists in weekly meal orders.

Inventory and Vendor Management

- Manage supply procurement process for everyday supplies as well as large items.
- Coordinate with food service, school uniform suppliers, furniture/equipment suppliers, maintenance suppliers, technology, and textbook suppliers.
- Manage bi-annual inventory of school equipment and furniture.
- Process all accounts payable bills and ensures timely payment to vendors are paid on time while maintaining internal controls.
- Coordinate purchase order among staff, site directors, and administrators.

Human Resources & Accounting

- Collaborate with Executive Director to develop comprehensive personnel handbook.
- Manage hiring and termination process in coordination with Executive Director, including online job application site.
- Review teacher credentials at least once yearly to ensure compliance.
- Creating offer letters and contracts for new employees and distributing and processing health insurance documents.
- Accurate and timely entry of staff information in to PowerSchool as required by operational standards.
- Track employee sick and vacation use.
- Attend all trainings related to Human Resources and Labor Laws
- Manage substitute teacher schedules.
- Prepare, process and maintain employee payroll, including updating records as needed. Payroll is processed two times a month.
- Compile and prepare additional information for quarterly and annual financial reports.
- Review petty cash fund on a monthly basis to ensure accuracy.
- Coordinate first aid and CPR training for school staff as needed.
- Trains new staff in the use of PowerSchool/PowerTeacher. Manage/ Track required trainings.
- Follow up with staff regarding completion
- Attend all trainings related to Human Resources and Labor Laws
- Signing up staff for upcoming trainings
- Coordinates annual inventory checks, including technology inventory.
- Prepares bi-monthly payroll, including review of hourly employee timesheets.
- Prepares deposits of checks and cash.
- Processes all accounts payable bills and coordinates with back office provider as well as maintaining internal control.
- Coordinate supply orders among staff and directors.
- Monitors student fee balances at least monthly.

Communications

- Develop and maintain an annual operations calendar.
- Implement and train constituents to use PowerSchool
- Serve as a liaison with District and other vendors.
- Update student and parent forms/publications as needed.

Professional Expectations

- Maintains professional appearance and attire.
- Takes initiative and contributes to institutional knowledge base and systems.
- Learns quickly and supplements with notes or guide for future reference.
- Demonstrates flexibility and problem-solving abilities.
- Handles all student/staff information in a discrete and or confidential manner.

EDUCATION and / or EXPERIENCE:

High School Diploma

Sports Knowledge

CIF Experience

3 to 5 years of experience in high school sports

Contact: Los Angeles International Charter High School 323.257.1499 www.laicharter.org



Los Angeles International Charter High School



Student Activities Coordinator

GENERAL PURPOSE OF JOB:

The primary responsibility of the Student Activities Coordinator is to maintain and develop the overall sustainability and health of community relations, recruitment and enrollment, maintaining social media, marketing packets, organizing school visitations to local middle/elementary schools, organizing Open Houses and approving and organizing student activities as assigned by the Executive Director & Operations Manager.

Reports to:

Executive Director

Classification:

Classified

ESSENTIAL DUTIES AND RESPONSIBILITIES

LEADERSHIP: must be enthusiastic about the vision, mission and program of LAI and perform the following expectations:

- Leadership by example and embodies LAI's mission to graduate active, enthusiastic learners and leaders who are prepared to succeed in the nation's top universities.
- Passionate commitment to the students, schools, families and communities we seek to serve.
- Understanding basics of change management and the ability to lead an adaptive team.
- Proven skills in business development.
- Belief in the capacity of students and staff to grow – and a commitment to foster that growth.
- Commitment to diversity and a vision of equity in education for all students.
- A deep, abiding and visible commitment to Continuous Improvement Management.
- Facilitative leadership style that will lead to success in a team-oriented, matrixed organization.

RECRUITMENT: must support quality program implementation and sustainability:

- Recruit and enroll 30 to 40 students for 9th grade each year
- Recruit and enroll approximately 30-40 students for 6th grade each year and supplement enrollment in other grades as needed.
- Meet with schools, organizations, government offices, local stakeholders, religious institutions, and other local entities to promote LAICHS and raise awareness of our school.
- Conduct monthly open house events on weekends to showcase school and enroll new students.
- Provide tours of the school to interested parties daily.
- Send emails, ALL-CALLS and EDDM to the local community
- Conduct follow up phone calls to parents that call requesting additional information about LAI and the enrollment process.
- Assist with planning the summer bridge program and staffing of the summer bridge program during the month of July.

STUDENT ACTIVITIES:

- Organize and approve grade-level and school-wide activities.
- Update Social Media accounts.
- Assist teachers, community and all stakeholders in organizing/planning activities/events.
- Visits to local schools to distribute enrollment information to parents and students.

OTHER RESPONSIBILITIES:

- Supervision of students and traffic (Morning, Afterschool, Break, Lunch)
- Long term planning for LAICHS, including budget discussion related to ADA
- Class coverage when needed
- Coordination of J-1 Visas for International Student Program

EDUCATION and / or EXPERIENCE:

- Bachelor's degree from accredited 4-year university in related field required but not mandatory. High school diploma is mandatory.
- At least 3 years of increasingly responsible positions within the education or non-profit environment with management/administration.
- Excellent organizational, interpersonal, and networking skills with large groups as well as with individuals are essential.
- Ability to maintain a high level of poise and professionalism in all circumstances. Demonstrated ability to take primary responsibility for diverse number of projects and to complete them in a timely manner with limited supervision.

ADDITIONAL INFORMATION:

- Must be willing to work evenings and weekends as needed to develop relationships, promote the agency at local and regional events and meetings, and attend the organization's own events and fund-raisers.
- Must be willing to travel to off-site meetings, trainings, and events.
- **Will manage and enforce discipline and implement consequences/rewards in the absence of the Discipline Coordinator.**

Contact: Los Angeles International Charter High School 323.257.1499 www.laicharter.org



Teacher

General Purpose

The ideal Teacher believes in and is passionate about the mission and vision of LAICHS and exhibits this through his or her on-going development, support of school culture, implementation of research-based teaching and learning, proven results of student success, and continual reflection.

Essential Duties and Responsibilities listed but not limited below:

A. Environment

1. Foster a safe and nurturing learning environment
2. Uphold the School's expectations for student conduct
3. Work some evenings or weekends for school events

B. Instruction & Assessment

1. Develop and maintain Common Core State Standard- aligned course scope and sequence, unit plans, and weekly lesson plans
2. Facilitate learning experiences using a variety of methods
3. Organize classroom systems/procedures and manage student behavior to ensure all students are fully engaged in learning
4. Administer standardized State assessments and the School's benchmark assessments
5. Continually assess student progress, identify students' areas of growth and work with the students, families, and resources to achieve improvement
6. Track and provide updates on student achievement to students, families, faculty peers, and administrators
7. Teachers may be required to teach one or more College Prep (CP) elective offered in grades 9-12

C. Communication & Collaboration

1. Build strong relationships with students, parents, staff, and administrators through regular, clear, and open communication
2. Meet with students and parents before, during, or after school as needed
3. Collaborate with the Resource Specialist to meet the needs of all students
4. Work with administrative team and faculty to ensure student achievement

D. Professionalism

1. Demonstrate support of school's goals and mission
2. Actively participate in school-based meetings and events
3. Maintain regular attendance, dependability and punctuality in conformance with expectations
4. Complete assigned tasks in provided time frame

E. Professional Growth

1. Continuously build professional knowledge and participate in professional development training

Qualifications & Education

- Bachelor's degree from an accredited college or university, in job specific content area preferred
- Master's degree in subject matter field or Education is strongly preferred
- Possess a current, valid California teaching credential or be enrolled in a credentialing/internship program at a college/university
- Demonstrated knowledge of subject matter, including standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Experience working with families from diverse cultural and economic backgrounds preferred
- Ability to communicate effectively (verbal and written)
- Computer literate (MS Office)

Salary & Benefits

- Salary Scale for pay (TBD)
- Life Insurance paid by school
- Full-time employees are eligible to participate in medical, dental, and vision insurance programs
- Voluntary benefits are offered to all employees (TBD)

DISCLAIMER: This job description indicates in general the nature and levels of work, knowledge, skills, abilities and other essential functions (as covered under the Americans with Disabilities Act) expected of an incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of an employee. An employee may be asked to perform other duties as required. Management reserves the rights to add, modify, change or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job. Nothing in this position description changes the at-will employment relationship existing between the Institution and its employees.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc. In classes such as labs, it is required that all students are wearing safety equipment as well.

Contact: Los Angeles International Charter High School 323.257.1499 www.laicharter.org

Selection of Executive Director

The LAI governing board will select the Executive Director.

Selection of Day-to-day Substitutes

LAI will contract with an outside agency to get qualified substitutes as needed.

Salary Schedule

LAI will establish salary schedules based on employee preparation and experience. The salary schedule will be reviewed on an annual basis. LAI will explore options in developing a performance-based system for salary allocation.

Process for Resolving Complaints/Grievances

All staff members will follow state and federal laws for reporting alleged improprieties, as well as adhere to the Charter School's Code of Ethics. The following process shall apply to staff members filing a complaint/grievance:

1. Within one calendar month of the incident/problem, the staff member will request an appointment with an administrator to discuss the incident/problem. The appointment will be scheduled within 5 business days of the staff member's request. If the employee determines that a problem still exists, within 10 business days, they may request a conference with an impartial third-party mediator. The process then proceeds to Step 2.
2. Within 30 business days of the employee's request, a hearing will be held regarding the complaint that shall include any parties involved in the grievance, including self-selected representatives if desired (no more than two). An impartial third party agreed upon by the grievant and conference participants will mediate the conference. The third-party mediator will be selected by being mutually agreed upon by the parties. If no mediator can be agreed upon, a representative of the State Arbitration Board will be called in to mediate the process.
3. If following step 2, the staff member who filed the complaint/grievance determines that a problem still exists, then within 30 calendar days the staff member has the right to request a hearing in front of the Board of Directors at one of the regularly scheduled board meetings. The hearing must be held at one of the three scheduled board meetings that follow the date that the request was made. The request for a hearing will be made to one of the administrators. The staff member submitting the grievance will have the right to request the hearing to be closed or open to the public. At the hearing, both sides shall present their arguments and present their evidence and witnesses. Both sides will have the right to review the other side's evidence prior to the hearing and to question any witnesses who have testified, after such testimony of said witnesses. After both sides have completed their arguments, the Board is then required to decide as to the position of the school regarding the matter. The administration and staff will then be expected to carry out this decision.
4. The decision following the final step (1, 2, or 3 as determined by the grievant) shall be binding, and a conference report attesting to the decision will be issued to all parties involved.

Consequences for Unprofessional Conduct

Staff members, who are found to be committing, or conspiring to commit any unlawful or criminal acts such as theft, child-abuse, etc., will be subject to immediate dismissal.

Note: All staff members have the right to due process.

Representation

LAI staff members have the right to organize. They have the right to join with the bargaining unit that they choose. As such, any of the rights stated in this section may be modified in the future due to collective bargaining.

They may choose to coordinate with other charter schools to establish a committee that represents all staff members of the LAI.

Initially, there will not be collective bargaining at LAI; therefore, no dues will be paid to current representative units. However, if there is a change in the teachers' contract for benefits, teachers and staff may be subject to bargaining unit dues.

Upon being hired, teachers and staff at LAI will be explicitly notified of their right to organize and that they may choose to join with the district or any other bargaining unit that they choose.

As LAI expands, it may become necessary to re-evaluate and update the representation needs of the staff. This decision will be initiated and decided by the teachers and staff.

All employees will be hired on the basis of annual contract or work agreement where their terms expire at the end of their annual contract or work agreements.

Either the Employee or the school may terminate the employment relationship at will at any time, with or without good cause without disciplinary or corrective action. The employee shall be entitled only to the prorated salary and benefits earned through the last date of employment.

Procedures for Processing and Monitoring Credentials

All teachers at LAI will hold valid California Teaching Credentials for core classes. The administration will maintain a file on all staff that includes up-to-date documentation of credential status.

The administration will advise teaching staff, in writing, of the notification regarding renewal and will provide subsequent reminders, as needed, in order to ensure that teaching staff begin and complete the renewal process in a timely manner.

Procedures to be used for Background Checks

Background checks will be conducted for all new employees of LAI. The administration will be responsible for the monitoring of these background checks. Employees will not begin work until clearance in all three of the following areas is complete: FBI and Department of Justice Fingerprinting and Certificate of Clearance, proof of valid California Credential, medical, and U.S. employment authorization.

Fingerprinting

- Fingerprinting clearance for new employees will be acquired through submitting the employee's fingerprints to the California Department of Justice and the [FBI](#). LAI will assume the cost of all fees related to the fingerprinting process of those applicants who are cleared.
- Employees will be required to provide a disclosure statement regarding a prior criminal record.
- LAI will direct employees to a site where "Live Scan" will be utilized. This computerized fingerprinting system enables employers to receive reports from the Department of Justice in approximately 72 hours.

- If Live Scan is not available, new employees will be directed to the CSULA police department, or the Pasadena City College police department, to obtain fingerprints on two cards. Employees may also obtain fingerprints from any local police station. Employees will return the completed cards to the Charter School Director(s) with a check covering the applicable fees. The director will then send the completed cards together with the check to the following address:

California Department of Justice Applicant Expedite Service
P.O. Box 903347 Sacramento, CA 94203 -3470

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

This section meets the requirements of Education Code Section 47605 (b) (5) (D), which requires a description regarding “the procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.”

LAI will ensure that it follows health, safety, and risk management policies of LACOE; which include the Illness and Injury Prevention Program required by CAL-OSHA under Title VII, Industrial Safety Orders Item 3203-04), and the state including but not limited to the following:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the will be housed in facilities that have received Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy that the school location and facility will be investigated, inspected, and tested in order to determine that it is free from environmental hazards.
- A policy that auxiliary services such as food services, transportation, custodial services, hazardous materials, will be conducted in a safe and legal manner that complies with all laws and regulations that pertain to such auxiliary services.
- A policy establishing that the school functions as a drug-, alcohol-, and tobacco- free workplace.
- A policy requiring that each employee of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code section 44237. A detailed description for background check procedures is provided in element 5.
- A policy mandating all teachers and staff at Los Angeles International Charter School to report suspected child abuse. The procedure for the mandated individual will be to file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family Services. The mandated individual will meet with the appropriate authorities accordingly. Staff will receive in-service training and sign a document verifying their notification and understanding regarding this responsibility.

These policies will be incorporated, as appropriate, into the school’s student and staff handbooks and will be reviewed on an ongoing basis as part of the school’s staff development efforts and governing board policies.

Procedures- Safe School Plan

LAI will require background investigations, including Mantoux T.B. clearance and fingerprinting, of all new employees. These policies will be developed in consultation with the school’s insurance carriers and at a minimum will address the following topics:

- All new employees will be required to present evidence from a medical doctor or clinic verifying the employee is free from tuberculosis and other communicable diseases. A TB skin test (Mantoux) is required if the individual has never had a positive tuberculin skin test and if ever tested positive then a chest x-ray is required that is cleared from tuberculosis. The employee will select the site for TB testing and be responsible for the cost of such testing. Presently the County Health Department offers free TB testing.

Facilities

LAI will adhere to the Establishment Clause of the First Amendment on separation of Church and State. That is, if there is a lease arrangement with a church it may not advance or inhibit religion or give rise to excessive government entanglement with religion.

LAI housing for students and staff shall comply with all building code standards and regulations adopted by the city and/or county agencies responsible for building safety standards of the city and/or county in which LAI is located. These code requirements shall also apply to the construction, reconstruction, alteration of or addition to any school building that will be used by LAI. In the event that LAI is cited by any agency, e.g., Cal OSHA or the Fire Marshal, for failure to comply with regulations, the LACOE's Charter Office shall be notified immediately.

LACOE shall be provided an E1 Certificate of Occupancy, allowing LAI to use and occupy the site forty-five days prior to the date the school is scheduled to open. A temporary E1 Certificate of Occupancy is acceptable if there is a plan to complete the work to obtain the final Certificate of Occupancy. This clause will only apply when LAI is initially occupying a site, not every year.

LAI will contract with private companies to perform the following services:

- Routine
- Building Equipment Operations (e.g., air filter changes)
- Major or Deferred Maintenance
- Alterations and Improvements
- Custodial Services

- Gardening
- Landscaping
- Tree Trimming
- Pest Management

Asbestos Management

LAI will comply with all Asbestos Hazard Emergency Response Act (AHERA) regulations such as performing an inspection for asbestos-containing materials by an accredited inspector, periodic surveillance report every six months, comprehensive re- inspections every three years, and establishing an asbestos management plan.

Fire Drills

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

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

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

Disaster Drills (i.e. earthquake)

During Disaster drills students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly, so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

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

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

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

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

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

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

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

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

Prescription Medications

Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication.

Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

Crisis Intervention

As such the LAI will comply with LACOE and education codes in the event of a crisis. To ensure crisis prevention is maintained LAI will adhere to the following:

1. Establish a school directory with a phone tree along all staff personnel to ensure effective, maintained communication. (Faculty will have access to school directories at home)
2. Conduct crisis intervention workshops developed with student input and will include suicide and homicide prevention, anger management, and conflict resolution.

Child Abuse Reporting

Every staff member employed at the LAI is mandated by the State of California to report physical, emotional, neglect, and sexual abuse to local law enforcement and/or a child protective service agency. In compliance with Penal Code section 11164, they will have 36 hours to write a written report and submit. As such, every staff member at LAI will be trained in the identification and reporting of child abuse.

Staff employed at LAI, as legally mandated reporters, will immediately report abuse when they have knowledge of, through observations of a child in their professional capacity and within the scope of their employment, that they know, or reasonably suspects has been victim of child abuse.

LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
SAFETY PLAN

Purpose:

The LAICHS Safety Plan is intended to provide information for employees to:

- Ensure proper protocols are in place to minimize impact to students, faculty and staff
- Inform faculty and staff of their roles in an emergency situation
- Train faculty and staff on proper procedures in case of an emergency

Probable Scenarios:

FIRE / EARTHQUAKE / ACTIVE SHOOTER

FIRE:

Drills

- Conducted twice per school year
- **Thursday, November 16, 2017 – Fall semester**
- **Thursday, March 29, 2018 – Spring semester**
- See attached **Evacuation Map**
- Practice prepares everyone for an actual fire

Alarms

- Located in Computer Lab, Administrative Building and each Portable classroom
- Portable classroom alarms are connected directly to the City Fire Department and should be activated in any fire related incident.

Responsibilities - See **Emergency Role Responsibilities** attached.

- All staff are responsible for activating a Fire Alarm in case of a fire incident.

Don't wait or hesitate – better to be safe than sorry.

- Teachers are to exit the classrooms to the closest safe building outlet, account for all students, and meet at the designated evacuation site. (See attached Evacuation Map).
- Teachers must ensure that no student is left behind in a classroom or is missing during evacuation of building. **Take roll a second time in the evacuation area and report any missing students/persons.** (This could include guests, parents, or other visitors).
- Search and Rescue LAICHS staff deploy to locate any missing students/persons.
- All LAICHS students, employees, and others will vacate the property and reconvene at Bud Wiener Park (north of the school property and located on Via Colina Avenue) if the fire is severe and school property is compromised.
- Administration will take lead role in coordinating with emergency responders.
- Administration will lead 'overall' count of students and faculty to ensure everyone is safe.
- Administration will ensure that hallways and pathways are clear of danger prior to giving the "All Clear" signal.
- Administration will inform parents and students when it is safe and appropriate to return to classrooms or to school, depending on the severity of the incident.
- Administration will contact parents after everyone is safe and secure.



General Fire Emergency Tips

What actions should employees know before an emergency occurs?

- Be familiar with the work site's emergency evacuation plan
- Know the pathway to at least two alternative exits from every room/area at the workplace
- Recognize the sound/signaling method of the fire/evacuation alarms
- Know who to contact in an emergency and how to contact them
- Know how many desks or cubicles are between your workstation and two of the nearest exits so you can escape in the dark if necessary
- Know where the fire/evacuation alarms are located and how to use them
- Report damaged or malfunction safety systems and back-up systems

What should employees do in an emergency?

- Leave the area quickly but in an orderly manner, following the work site's emergency evacuation plan; go directly to the nearest fire-free and smoke-free stairwell recognizing that in some circumstances the only available exit route may contain limited amounts of smoke or fire
- Listen carefully for instructions over the building's public address system
- Crawl low, under the smoke to breathe cleaner air if there is a fire; test doors for heat before opening them by placing the back of your hand against the door so you do not burn your palm and fingers; do not open a hot door, but find another exit route; keep "fire doors" closed to slow the spread of smoke and fire
- Avoid using elevators when evacuating a burning building
- Report to the designated meeting place
- Do not re-enter the building until directed by authorities

What should employees do if trapped?

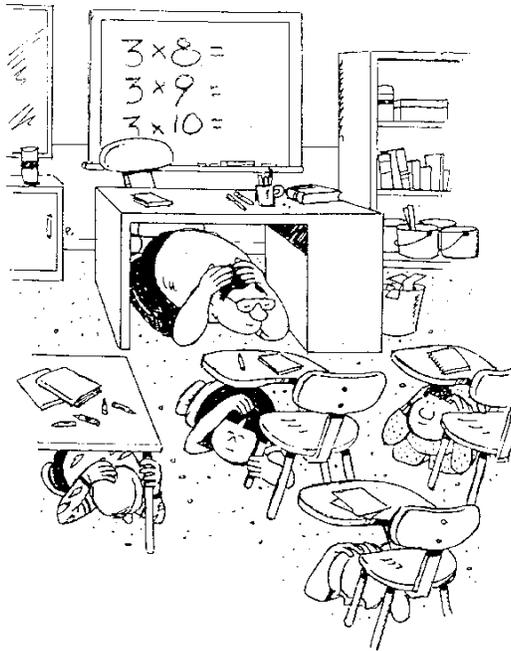
- Stay calm and take steps to protect yourself
- Go to a room with an outside window, and telephone for help if possible
- Stay where rescuers can see you and wave a light-colored cloth to attract attention
- Open windows if possible, but be ready to shut them if smoke rushes in
- Stuff clothing, towels, or newspapers around the cracks in doors to prevent smoke from entering your room

EARTHQUAKE:**Drills**

- Duck and Cover drills to be conducted twice per school year
- **Thursday, October 19, 2017 – Great American Shakeout Drill – Fall semester**
- **Tuesday, April 24, 2018 – Spring semester**
- Earthquake drill will be announced by ringing the bell three (3) consecutive times (the signal to start the drill)
- Students and teachers are to go under desks or tables away from walls and windows
- Once the drill has concluded, an “All Clear” signal will indicate that classroom instruction can continue

Responsibilities in an actual earthquake - See **Emergency Response Team Roles and Responsibilities** attached.

- Follow procedures practiced in the drills
- Once shaking has stopped, Teachers are to wait for instruction from Administration
- Administrators will ensure that the hallways and pathways are clear of danger prior to giving the “All Clear” signal
- Teachers inform Administration of any injuries via cell phone
- Teachers will account for all students and then proceed to evacuation area indicated on the **Evacuation Map**
- Administration will contact emergency service providers, including fire/paramedics
- The same check-out procedures will be used for students as in the Fire Scenario
- If the property is compromised, use the same evacuation site (Bud Wiener Park)



General Earthquake Tips

Before an Earthquake

- Look around places where you spend time. Identify safe places such as under a sturdy piece of furniture or against an interior wall in your home, office or school so that when the shaking starts, you Drop to the ground, Cover your head and neck with your arms, and if a safer place is nearby, crawl to it and Hold On.
- Practice how to “**Drop, Cover, and Hold On!**”
- To react quickly you must practice often. You may only have seconds to protect yourself in an earthquake.
- Before an earthquake occurs, secure items that could fall and cause injuries (e.g., bookshelves, mirrors, light fixtures).
- Store critical supplies (e.g., water, medication) and documents.
- Plan how you will communicate with family members, including multiple methods by making a family emergency communication plan.

During an Earthquake

If you are inside a building:

- Stay where you are until the shaking stops. Do not run outside. Do not get in a doorway as this does not provide protection from falling or flying objects, and you may not be able to remain standing.
- Drop down onto your hands and knees so the earthquake doesn't knock you down. Drop to the ground (before the earthquake drops you!)
- Cover your head and neck with your arms to protect yourself from falling debris.
 - If you are in danger from falling objects, and you can move safely, crawl for additional cover under a sturdy desk or table.
 - If there is low furniture or an interior wall or corner nearby, and the path is clear, these may also provide some additional cover.
 - Stay away from glass, windows, outside doors and walls, and anything that could fall, such as light fixtures or furniture.
- Hold on to any sturdy covering so you can move with it until the shaking stops. Stay where you are until the shaking stops.

After the Earthquake

- When the shaking stops, look around. If there is a clear path to safety, leave the building and go to an open space away from damaged areas.
- If you are trapped, do not move about or kick up dust.
- If you have a cell phone with you, use it to call or text for help.
- Tap on a pipe or wall or use a whistle, if you have one, so that rescuers can locate you.
- Once safe, monitor local news reports via battery operated radio, TV, social media, and cell phone text alerts for emergency information and instructions.
- Be prepared to “Drop, Cover, and Hold on” in the likely event of aftershocks.

ACTIVE SHOOTER:Overview

- The most challenging of potential emergency situations
- Usually no prior warning
- Usually an active shooter is a known member of the school community, but not always
- Active Shooter situations pose the greatest risk for injuries and fatalities

Preventative Measures

- Keep classroom doors locked to prevent easy access
- Keep school gates closed during the day
- Be vigilant with all visitors
- Take all threats seriously (Our own students may be able to warn us about a potential threat. Don't disregard any information).

Drills

- Lock Down drills are to be conducted at least once per year
- **Thursday, December 7, 2017 – Fall semester**
- **Tuesday, February 27, 2018 – Spring semester**
- Lock Down drills will be announced by ringing the bell two (2) times

Responsibilities

- All employees – Do not follow fire and earthquake drill procedures
- All employees – Avoid exposed open air locations; shelter in place away from windows
- All employees – Don't hesitate; act quickly. Call 911.
- Teachers and Administrators – Use cell phones to communicate with each other
- Teachers remain in the classroom until the "All Clear" signal has sounded.
- Don't try to be a hero; this may worsen the situation
- Teachers focus on calming students
- Students will be released to parents using fire and earthquake drill procedures, but only after the scene is controlled and considered safe (See the attached **Emergency Role Responsibilities**).
- Administration will inform all employees about resuming school activities and what support services will be available following an incident



Profile of an Active Shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

Characteristics of an Active Shooter

- Victims are selected at random
- The event is unpredictable and evolves quickly
- Law enforcement is usually required to contact your building management or end an active shooter situation.

Coping with an Active Shooter

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
 - If you are in an office, stay there and secure the door
 - Attempt to take the active shooter down as a last resort

How to Respond When an Active Shooter Is In Your Vicinity

1. HIDE OUT

- Hide in an area out of the shooter's view
- Block entry to your hiding place and lock the doors
 - Silence your cell phone and/or pager

2. TAKE ACTION

- As a last resort and only when your life is in imminent danger
 - Attempt to incapacitate the shooter
- Act with physical aggression and throw items at the active shooter

How to Respond When Law Enforcement Arrives

- Remain calm and follow instructions
- Put down any items in your hands (i.e., bags, jackets)
 - Raise hands and spread fingers
 - Keep hands visible at all times
- Avoid quick movements toward officers such as holding on to them for safety
 - Avoid pointing, screaming or yelling
- Do not stop to ask officers for help or direction when evacuating



**LOS ANGELES INTERNATIONAL CHARTER HIGH SCHOOL
Emergency Response Team and Responsibilities**

INCIDENT COMMANDER

Ms. Sims
Ms. McKee

SEARCH AND RESCUE

Ms. Aguilar
Mr. Leon

FIRST AID CENTER

Ms. Hernandez
Ms. Tejada

STUDENT SUPERVISION

All Available Staff
with Prep Period

REUNION GATE/DISMISSAL

Ms. V. Ramirez
Ms. Duarte

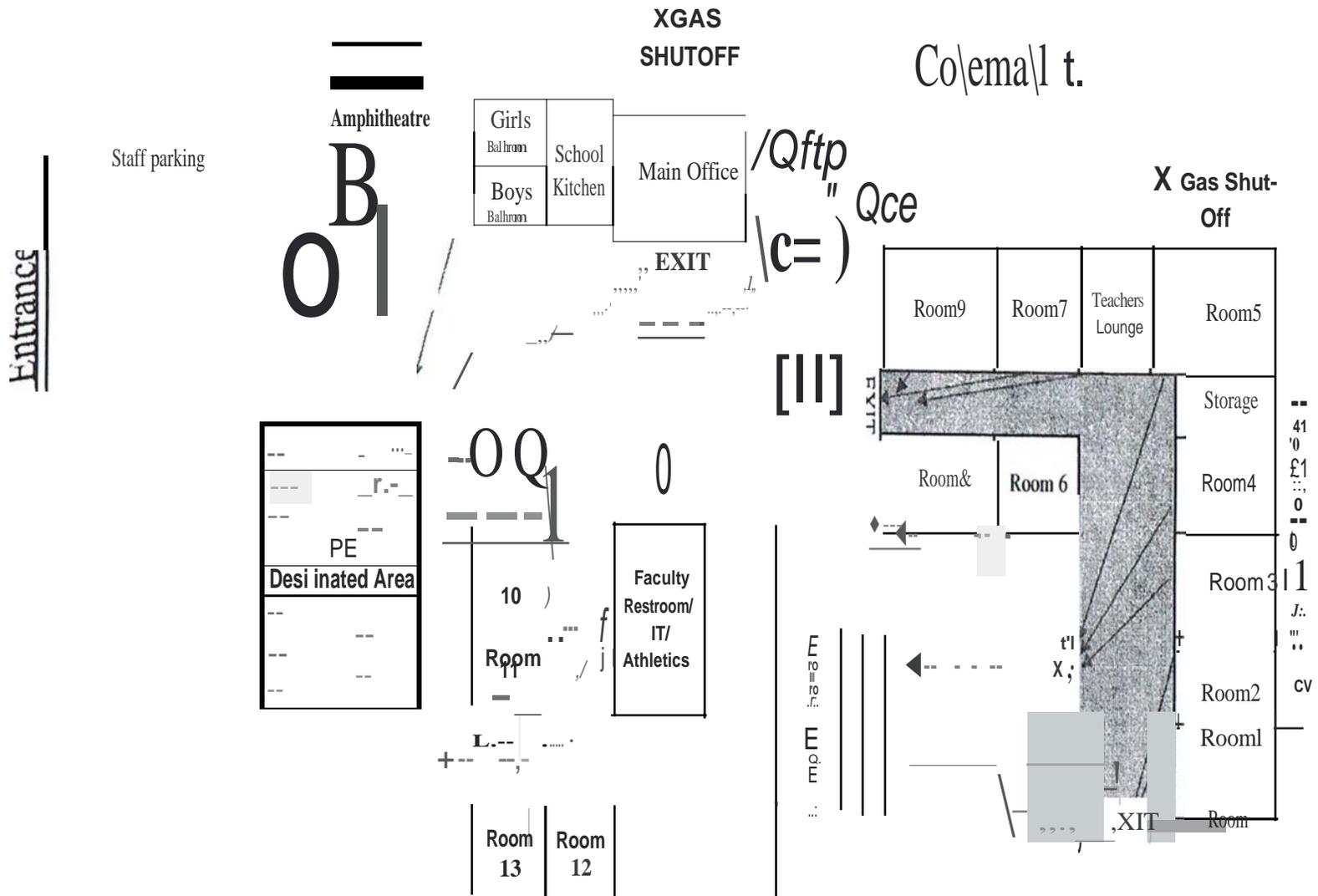
RESPONSIBILITIES DEFINED

- **Incident Commander** – In charge of making sure that all students and staff arrive to the designated meeting area in prompt and efficient manner. Incident Commander will also oversee and assist Search and Rescue, First Aid Center, Student Supervision, Reunion Gate/Dismissal as needed.
- **Search and Rescue** – Once all staff members have concluded taking their attendance, the Search and Rescue Team will account for all of the students who have signed in, or have been signed in, who are not currently in the designated meeting area. The Search and Rescue Team will search all of the rooms and locations on site.
- **First Aid Center** – The staff members assigned to the First Aid Center will administer first aid as needed to students in need.
- **Student Supervision** – The staff members assigned to this responsibility will supervise all of the students and ensure their safety by circulating, supervising, and reassuring students that everything will be ok, providing an engaging activity, etc.
- **Reunion Gate/Dismissal** – The staff members assigned to the reunion gate will be in charge of making sure that the gate remains open. All other gates and entrances to the school will only be open to emergency vehicles. At the reunion gate the staff members will proceed in organizing the sign-out rosters and will be responsible for obtaining signatures prior to the release of the student.

Los Angeles International Charter High School Petition

Emergency Route

Los Angeles Internationtl Charter High School



ELEMENT 7: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTING THE DISTRICT & ITS ENROLLMENT PROCEDURES

This section meets the requirements of Education code Section 47605 (b)(5)(G) description of “the means by which the school will achieve a racial and ethnic balance among its pupilsthat is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

LAI will make diligent efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the school district. LAI actively recruits a diverse student population from middle schools in northeast and the greater Los Angeles area. LAI will not discriminate against any student based on ethnicity, national origin, gender, sexual orientation, or disability.

Students attending Los Angeles International Charter School are not limited by any geographic boundaries. In addition, students who attend LAI are students who want to prepare themselves to attend college or universities. Preference is given to siblings of students already attending Los Angeles International Charter School, and to the children of employees of Los Angeles International Charter School. Children of current LAI employees, students who are currently enrolled in or reside in the attendance area of the public elementary school where LAI is located, all other students.

Demographic Information for Enrolled Students for school year 2017-2018 – Comparison.

Demographic Composition of the Charter School			Demographic Composition of the Charter School			Demographic Composition of the Charter School			Demographic Composition of the Charter School			Demographic Composition of the Charter School		
Students Recruitment:			Belmont Senior HS			Benjamin Franklin HS			Sotomayor HS			Woodrow Wilson HS		
Demographic Categories	Number Enrolled	% of Enrollment	Demographic Categories	Number Enrolled	% of Enrollment	Demographic Categories	Number Enrolled	% of Enrollment	Demographic Categories	Number Enrolled	% of Enrollment	Demographic Categories	Number Enrolled	% of Enrollment
Hispanic or Latino	1254	51.2	Hispanic or Latino	844	86.7	Hispanic or Latino	1273	90.5	Hispanic or Latino	217	92.1	Hispanic or Latino	1371	92.1
American Indian or Alaska Native	3	0.1	American Indian or Alaska Native	0	0	American Indian or Alaska Native	9	0.7	American Indian or Alaska Native	1	0.4	American Indian or Alaska Native	6	0.4
Asian	1005	4.1	Asian	21	2.2	Asian	30	2.1	Asian	5	2.1	Asian	41	2.8
Pacific Islander	1		Pacific Islander	0		Pacific Islander	0	0	Pacific Islander	0	0	Pacific Islander	2	0.1
Filipino	60	2.4	Filipino	42	4.3	Filipino	52	3.7	Filipino	2	0.8	Filipino	4	0.3
Black/African American	26	1.1	Black/African American	24	2.5	Black/African American	13	0.9	Black/African American	2	0.8	Black/African American	32	2.2
White	52	2.1	White	31	3.2	White	27	1.9	White	7	2.9	White	26	1.7
Two or More Races	47	1.9	Two or More Races	11	1.1	Two or More Races	1	0.1	Two or More Races	2	0.8	Two or More Races	6	0.4
Not reported/Other	2	0.1	Not reported/Other	0	0	Not reported/Other	0	0	Not reported/Other	0	0	Not reported/Other	0	

While our Latino enrollment is comparable to that of LAUSD and lower than surrounding schools, we acknowledge lower ratios of White, Asian and African American students enrolled at LAI. When recruiting from neighboring schools, a higher Latino population is what is represented in their student pool. However, we recognize the need to attain higher population in the ethnic groups. Thus, for the following school years, in addition to recruiting students whose home attendance area school is a Title 1, Part A school in PI, Years 1-5 such as Burbank, Nightingale, El Sereno, Franklin, Wilson and Lincoln High Schools, we will introduce our enrollment best practices into neighborhoods with a traditionally higher percentage of White, Asian and African American residents. Such neighborhoods will include Alhambra, South Pasadena, Pasadena, Glendale, areas south of the 10 Freeway in downtown Los Angeles, Monterey Park, and other cities and areas that will allow us the opportunity to increase enrollment in the key demographic groups for which we did not meet the LAUSD baseline. LAI cannot guarantee that such efforts will increase enrollment, as a key factor for choosing a school is the proximity to a family’s home, but extraordinary efforts will be utilized to reach enrollment and demographic goals.

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Student recruitment fairs and informational meetings are conducted regularly. These recruitment fairs are held at local schools, libraries, local recreation centers, private homes, etc. These meetings are advertised in local newspapers and on flyers printed in English and Spanish and distributed throughout the community: local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries, overcrowded elementary and middle school campuses, and at school bus stops where students are sent out of the community. Open houses and school tours are also offered on a regularly scheduled basis.

Method to recruit students for LAI enrollment will include:

- All meetings, materials, communications will be provided in English and in Spanish.
- Flyers distributed throughout the local community and expanded geographical areas.
- Community meetings open to all interested parents and community members
- Local newspaper announcements
- Direct mail several times per year to all homes within a 5 miles radius from the school site.
- Visits to local schools to distribute enrollment information to parents and students.
- Thousands of emails per year to residents within a 10-mile radius of the school site.
- Partnerships with organizations throughout Los Angeles to raise awareness of our enrollment process.
- Social Media outreach through paid advertisements on Facebook and regular free postings.
- Providing TAP transportation cards to students who live over a mile from the school.

Neighboring Schools and Communities Anticipated to receive Announcements:

- Franklin High School
- Wilson High School
- Lincoln High School
- Eagle Rock High School
- Burbank Middle School
- El Sereno Middle
- Jefferson High School (Los Angeles)
- Gabriela Charter Middle School

Measuring the success of Recruitment Activities:

LAI anticipates enrolling 220 students in grades 6-12. It is anticipated that each grade level will serve approximately 40 students with an academic pupil/teacher ratio of 20:1. Enrollment during the current 2018-2019 school year is at 150 students. It is anticipated that enrollment for 2019-2020 will be 180 and as each grade is added in middle school LAI will reach its target of approximately 220 to 240.

LAI will aim to increase enrollment in the key demographic groups of White, African American, and Asian/Pacific Islander students by 1% per each group within the next 5 years. As mentioned herewith, LAI will deploy our best outreach practices in attempt to reach this goal.

2016 DEMOGRAPHICS

Grade Level	Asian Indian	Cambodian	Filipino	Black or African American	White or Caucasian	Declined to Specify/Missing	Hispanic	Multiple Selected	Unclassified
9	0	0	1	1	4	0	42	2	0
	0/0	0/0	1/0	1/0	2/2	0/0	24/18	2/0	0/0
10	1	0	1	0	2	0	49	2	0
	1/0	0/0	0/1	0/0	0/2	0/0	18/31	1/1	0/0
11	0	1	1	1	1	0	49	3	1
	0/0	1/0	0/1	0/1	0/1	0/0	20/29	3/0	1/0
12	0	0	1	0	1	0	55	0	0
	0/0	0/0	1/0	0/0	0/1	0/0	27/28	0/0	0/0
Total	1	1	4	2	8	0	195	7	1
	1/0	1/0	2/2	1/1	2/6	0/0	89/106	6/1	1/0

2017 DEMOGRAPHICS

Grade Level	Filipino	Black or African American	White or Caucasian	Declined to Specify/Missing	Hispanic	Multiple Selected	Unclassified
9	0	1	0	0	14	0	0
	0/0	1/0	0/0	0/0	5/9	0/0	0/0
10	1	2	2	0	38	1	1
	1/0	1/1	1/1	0/0	23/15	1/0	1/0
11	1	0	1	0	45	1	0
	0/1	0/0	0/1	0/0	21/24	1/0	0/0
12	1	1	1	0	40	2	0
	0/1	0/1	0/1	0/0	13/27	2/0	0/0
Total	3	4	4	0	137	4	1
	1/2	2/2	1/3	0/0	62/75	4/0	1/0

2018 DEMOGRAPHICS

Grade Level	Filipino	Black or African American	White or Caucasian	Hispanic	Multiple Selected	Unclassified
9	0	2	1	24	0	1
	0/0	0/2	0/1	9/15	0/0	0/1
10	0	3	0	25	0	1
	0/0	2/1	0/0	13/12	0/0	1/0
11	0	3	2	35	1	2
	0/0	1/2	1/1	20/15	1/0	1/1
12	1	0	1	48	0	1
	0/1	0/0	0/1	21/27	0/0	0/1
Total	1	8	4	128	1	5
	0/1	3/5	1/3	63/55	1/0	2/3

LAI has shown growth in targeting the Black or African American population and has remained experienced a decline in the White or Caucasian population of students as well as a decline in the Filipino student population. LAI is targeting these populations via the international focus and through Every Door Direct Mailers.

ELEMENT 8: ADMISSION REQUIREMENTS

This section meets the requirements of Education Code Section 47605 (b) (5) (H) which requires a description of admission requirements, if applicable.

Los Angeles International Charter School (LAI) is committed to offering parents an alternative public-school choice. As such, we aim to help parents make an informed decision about enrolling their child at Los Angeles International Charter School. LAI uses non-discriminatory processes and actively recruits a diverse student population from surrounding communities it serves. The school's admission policy follows our goal of ensuring the school attracts, retains and graduates a diverse student body. In addition, every student is enrolled in a 4-year plan to graduate and continue to a College or University of their choice.

Enrollment in LAI is open to any resident of the State of California. LAI serves students in grades 9 through 12, adding grade 6 in 2019-2020 and 7th and 8th each year thereafter. Each school year LAI will admit between 30 to 40 students. Should LAI receive more applications for admission than it has capacity, a public random drawing ("lottery") will be held, utilizing admissions preferences enumerated below. The lottery is a public event which will be held on the second Saturday of March each year, if needed. The Lottery will be conducted by the Executive Director.

Application Process

All prospective parents must first complete the application process by attending a mandatory enrollment tour and returning a completed Intent to Enroll form by the established open enrollment deadline. LAI enrollment tours for the following school year begin on July 1st and continue through March 1st. LAI offers day tours, evening tours and weekend open house events. This the first step in the Application Process for new students and their families.

Public Drawing (Lottery)

The next step in the application process is the lottery, which is held, if necessary, on the second Saturday of March and after the close of the enrollment period. The lottery serves to determine admission to LAI. The lottery will be held by grade level, if needed. If LAI does not exceed the intended enrollment, a lottery will not be conducted. All families who applied for enrollment prior to March 1st, under this scenario, will be guaranteed enrollment for the school year.

Applications received after March 1st will be received and filed on first come, first serve basis. A waiting list will be established if LAI receives in excess of 90 applications in the order in which the applications were received by date.

Existing LAI students who have informed the school about their intent to return the following school year will be guaranteed enrollment. Admission preferences will be offered in the following order:

- 1) Children of current LAI employees (exempt from lottery)
- 2) Siblings of currently enrolled LAI students (exempt from lottery)
- 3) Students who are currently enrolled in or reside in the attendance area of the public elementary school where LAI is located.
- 4) All other students.

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The drawing (lottery) will determine enrollment for the fall, and it will establish a waiting list, in the order in which the applications are drawn, once all the openings are filled. If new openings occur during the school year, children will be enrolled, in order, from the waiting list. It is the responsibility of the families on the waiting list to inform LAI of any changes in contact information. Families will be given 3 business days to respond to a phone call regarding an opening at LAI. If there is no response within 3 business days, LAI will contact the next person on the waiting list. Once the waiting list is exhausted, if space remains, enrollment for the remainder of the school year will be on a first come, first serve basis after completion of the Application process, including mandatory Enrollment Tour.

All admitted students will receive an Enrollment Packet, which includes a list of required documents. LAI will conduct 2 enrollment meetings. Families must attend one of these mandatory meetings and complete all documents in the Enrollment Packet. Failure to attend the mandatory enrollment meeting and complete all documents will cause the family to forfeit their enrollment at LAI for the school year. All documents must be received by an established deadline(s) set forth by LAI or the student will no longer be enrolled for the school year and LAI will enroll the next student(s) on the waiting list.

Unless the School Office has been notified in advance, students who miss three (3) consecutive days of school, beginning from the first day of school, will forfeit their enrollment and the next student in the appropriate waiting list will be notified.

ELEMENT 9: INDEPENDENT FINANCIAL AUDIT

This section meets the requirements of Education Code Section 47605 (b)(5)(l), which requires a description of “the manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority”

LAI will engage an independent public accountant with school accounting experience, certified by the State of California, to audit the school’s financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. LAI will prepare the necessary financial reports to be submitted to LACOE. Two interim reports and a year-end report, in DAT format to be provided by the CDE, which will include original budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, fiscal statements audited by a Certified Public Accountant will be submitted to LACOE by Dec. 15th. Audit exceptions/deficiencies must be resolved to the satisfaction of LACOE.

LAI shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education through procedures established by the State of California and the Federal Government, as appropriate and per OMB Circular A133). For Federal programs, including Title 1, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Charter schools that elect to receive funding directly are responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. LAI shall provide the LACOE with all financial and related reports, including enrollment attendance to enable the LACOE to meet its requirements by law.

Notwithstanding the petitioners’ expectation to receive Title 1 funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

LACOE may, at its discretion, provide services to the LAI on a fee for service basis, if requested by LAI to do so. In such a case, the LACOE will determine the cost of providing such services.

AB1994 Requirements

LAI will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the Los Angeles County Board of Education, California Department of Education by December 15 of each year.

LAI will retain the services of an independent auditor/CPA that is familiar with school accounting procedures. Such an audit will, at a minimum, verify the accuracy of the school’s financial statements and revenue-related data collection and reporting practices and examine the school’s internal controls. The audit will be conducted in accordance with generally accepted auditing standards in the U.S.A and Govt. Auditing Standards issued by the Controller General of the U.S.A. applicable to nonprofit corporations. To the extent required under the applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget publications. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the Controller’s office of LACOE. If any deficiencies are found in the audit, the Executive Director will review any audit exceptions or deficiencies and report to the school’s board of directors with recommendations on how to resolve them. The school will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved.

Audit exceptions will be resolved to the satisfaction of LACOE.

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LAI will comply with governing Education Codes Section 47605(b) (5) (1) and 47604.33 and provide LACOE the following reports, in the required format and within timelines to be specified by LACOE each year:

1. On or before July 1 a preliminary budget
2. On or before December 15th the first interim financial report.
3. On or before March 15th the 2nd interim financial report.
4. On or before September 15th a final unaudited report for the full prior year.
5. On or before December 15th, audit report for the full prior year.
6. P1, first week of January
7. P2, first week of April
8. On or before August 31st (or first day of school) Bell Schedule – annually
9. Other reports requested by LACOE

ELEMENT 10: DISCIPLINE POLICY/SUSPENSION AND EXPULSION

This section meets the requirements of Education Code Section 476045(5) (J), which requires a description of “the process by which pupils can be suspended or expelled.”

Discipline Policy

LAI will develop, maintain, and implement a comprehensive student discipline policy. The discipline policy will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process. The policy will be adapted as needed regarding the discipline of a student with special needs as determined by the provisions of the IDEA. LAI will follow LACOE’s policy and the law regarding the discipline of special education students and will notify the appropriate LACOE office responsible for student discipline proceedings if it expels any student.

LAI’s discipline system will include tracking student behavior, correcting misconduct, identifying patterns in misbehavior to develop a plan of corrective action that is fair and equitable for all students. LAI strives to make a positive culture and has eliminated the term “student referrals.” LAI has implemented Intervention Forms where teachers will go through a series of attempts to correct behavior prior to seeking administration. Teachers building proper rapport and holding students to high behavioral standards, instill professionalism, empathy and a desire to properly behave. All staff will model expected behavior and review policies with students consistently.

The discipline policy will be reviewed with students and parents upon admission to LAI and signing of the parent/student contract. By signing the parent/student contract, the students and parents acknowledge their understanding of and their responsibility to the standards set forth in the discipline policy. The discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. Staff will consistently revisit expectation with students throughout the school year.

Discipline Plan

LAI follows a clear Discipline Matrix (BULLDOG PRIDE) was designed to ensure students engage in positive interactions with all stakeholders, and to represent the school in a positive manner rather at school or out in the community. It provided the necessary tools to guide students’ decision-making process and to assist them in making choices that are beneficial to their growth, the growth of the school and the growth of the community. Having only three school wide values: Cooperative, Responsible and Respect, keeps expectations positive and not cumbersome.

	CLASSROOM	CAMPUS	HALLWAYS	BATHROOM	OFF CAMPUS ACTIVITIES
RESPECT	Relevant and appropriate language Keep your body to yourself Respect other peoples’ belongings and the belongings of the school	Keep it clean Bulldog Pride Use appropriate language	Use your inside voices Use appropriate language Refrain from PDA	Keep it clean Keep the walls and stalls graffiti-free Conserve resources	Appropriate language All school rules apply All community members
RESPONSIBLE	Be punctual/prompt Be prepared Be active learners	Pick up after yourself No horseplay play or causing harm to others Contribute to the progress of your school	Walk in the hallways Be aware of your surroundings Keep it clean	Walk in the hallways Be aware of your surroundings Keep it clean	Follow safety guidelines Follow transportation rules Keep track of your property and look out for others
COOPERATIVE	Always assist others Follow all class and school rules Work as a team and foster team atmosphere	Keep our school safe EVERYWHERE is a bully-free zone (stick up for others) Be inclusive, be a team, and work together	Keep our school safe Follow all school rules Be mindful of passing period minutes Assist others (be kind)	Keep it clean Report bullying and horseplay (and any other illegal activities) Buddy system for bathroom emergencies	Buddy system Communicate with adults frequently Be inclusive, be a team, work together

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Teachers use a range of student redirection strategies (non-verbal cues, conferencing with students, loss of privileges, conferencing with parents, counseling, group counsel activities (whole-class), behavior expectation plans etc.) before submitting an intervention form for administrative support. The goal is to create a positive learning environment that celebrates a student's positive behaviors. LAI uses the support of the Student Government to create culture activities and school wide rewards. In 2016 and 2017 LAI joined Be Strong, an anti-bullying program that spans across the country and other in other countries. The organization chose four (4) students from Los Angeles County to be their Ambassadors. LAI is proud that 3 of the 4 Ambassadors are LAI students that participated in a PSA and are the face of the campaign. We believe giving students opportunities to be leaders will be influential on entire LAI community; thus, excessive discipline is not necessary at LAI.

Code of Conduct

The following lists are examples of what may be included in the LAI discipline policy:

- Following all rules of behavior and conduct
- Respecting fellow students and school personnel
- Attending classes regularly and on time
- Completing all assigned work (to the best of the student's ability)
- Being prepared for class (bring materials e.g. books, homework)
- Participating in all assessment measures (e.g. tests)
- Respecting the property of the school and others
- Keeping the campus clean
- Adhering to school dress code

Unacceptable student behavior includes, but is not limited to:

- Excessive talking unrelated to instruction
- Classroom disturbance
- Eating in class
- Horseplay/pushing/throwing/running/yelling
- Cheating and/or Plagiarism
- Inappropriate use of technology and telecommunications
- Use, possession or sale of alcohol, tobacco or a controlled substance.
- Fighting
- Possession of a knife, gun, explosive or other dangerous objects.
- Destruction of school property
- Failure to follow lawful directions of staff members.
- Use of personal electronics in the classroom.

Consequences for students who violate school rules include, but are not limited to:

- Verbal warning
- Loss of privileges (e.g., school dances, graduation ceremony, prom, etc.)
- Detention
- A notice to parents
- Conference with student and parent
- In-School Detention to reflect on behavior
- Out of School Suspension and/or Expulsion

Any student who engages in repeated violations of the LAI code of conduct will be required to attend a meeting with the school's staff and the student's parent. LAI will prepare a specific, written remediation agreement outlining future

student conduct expectations, timelines, and consequences for failure to meet the expectations.

Suspension and Expulsion

LAI is committed to providing a safe environment that is conducive to learning. To ensure this, students as stakeholders are treated with respect and are allowed a student representation to present to the board, as well as three students that sit on the School Site Council (SSC) to engage in policy making for the school/students. The administration will ensure all stakeholders have a copy of the handbook which contains the policies at the beginning of the year, or upon enrollment. The school will maintain disciplinary records and they shall be available to the School's charter authorizer upon request. The Executive Director will review the School's disciplinary policy and its procedures and make recommendations to Board for changes in the policy that will ensure equitability for all students. The Board will review and take action as needed.

LAI will not engage in any illegal correction, corporal punishment or excessive disciplinary measures against any student. This means LAI will refrain from any punishment that includes a willful infliction of physical pain used as a measure of correction. Employees may engage in reasonable force that is necessary to protect an employee, student, staff or other person to prevent physical or property damage.

Students who present an immediate threat to the safety of others may be suspended or expelled. A written remediation plan (behavior contract) will be prepared that clearly describes progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reasons for suspension, appeal process, length of suspension, and provision for student's education while suspended. A student may be suspended or expelled for any of the acts enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.

Reasons for Suspension

LAI may suspend a student for any of the following reasons as specified in the California Education Code section 48900:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code Sections 11053-11058, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Chapter 2 of Division 10 of the Health and Safety Code Sections 11053-11058.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant as defined in Chapter 2 of Division 10 of the Health and Safety Code Sections 11053-11058.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stolen or attempted to steal school property or private property.
9. Possessed or used tobacco, or any products containing tobacco or nicotine products in any form.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Health

and Safety Code Section 11014.5.

12. Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.

13. Knowingly received stolen school property or private property.

14. Possessed an imitation firearm.

15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289 or sexual battery as defined in Penal Code Section 243.4.

16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs.

18. Engaged in, or attempted to engage in, hazing as defined in Section 32050. Hazing means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. For the purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

19. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal,

unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile or offensive educational environment.

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of the grades.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

23. Engaged in an act of bullying, including, but not limited to, bullying committed by mean of an electronic act.

For purposes of this subdivision, the following terms have the following meanings:

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

(1) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(2) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(3) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(4) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic

device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site, including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet, also cyber bullying and cyber sexual bullying. This means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
4. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
5. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
6. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director of designee's concurrence.

"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Mandatory Suspensions: EC 48915 (c) (1-5)

Students shall be suspended when the following occur on school campus or at a school activity off campus, for the following reasons:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
4. Robbery or extortion.
5. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses.

LAI is update discipline policies regularly to reflect any changes in the relevant sections of the Ed. Code.

Except for those offenses resulting in mandatory suspension, the suspension of a student will be at the discretion of the Executive Director of LAI or his/her designee. The following is the process for suspensions:

Process for Suspension

Informal Conference

Suspension will be preceded by an informal conference conducted by the administrative staff, with the student. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense.

At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. If a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent will be notified of the suspension, a request for a conference will be made as soon as possible and the conference will be held as soon as possible, not later than 2 days after the student has returned from suspension.

Notice to Parents

At the time of suspension, a school employee will make a reasonable effort to contact the pupil's parent or guardian in person or by telephone to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that student violations of school rules can result in student expulsion from the school.

Length of Suspension

Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive schooldays per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent or guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: a) the students' presence will be disruptive to the educational process; or b) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Appeal of Suspension

Parents will be notified of the enactment of the suspension and can appeal a student's suspension within five (5) days within the start of the suspension. A suspension appeal will be heard by the LAI Board of Directors, and upon consideration, the LAI Board of Director's decision is final.

Reasons for Expulsion

Students may be expelled from LAI for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring LAI, or a LAI sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time including, but no limited to, and any of the following reasons as specified in the California Education Code section 48915. (a) (1) (c) and (e):

1. Causing serious physical injury to another person.
2. Possession, selling or furnishing of any firearm, knife, explosive, or other dangerous object.
3. Brandishing a knife at another person
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Unlawful possession or selling of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
6. Robbery or extortion in excess of \$1000 or caused or attempted to cause damage to school property or private property in excess of \$1000.
7. Assault or battery upon any school employee or student.
8. Any other offense listed under "Reason for suspension (or EC 48900) for which:
 - a. other means of correction are not feasible or have failed to bring about proper conduct.
 - b. due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Mandatory Expulsions: EC 48915 (c) (1-5)

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
2. Brandishing a knife at another person. E.C.48915(c)(2)
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. E.C.48915 (c) (3)
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900. E.C. 48915 (c) (4)
5. Possession of an explosive. E.C.48915 (c) (5)

Except for those offenses resulting in mandatory expulsion, the expulsion of a student will be at the discretion of the LAI Board of Directors or his/her designee. The students have the opportunity to appeal to the LAI Board of Directors or their designees. The following is the process for expulsions:

Process for Expulsion: Recommendations for Expulsion:

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Students will be recommended for expulsion if the administrative staff finds that at least one of the following findings may be substantiated:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
3. Any of the violations committed are listed under mandatory expulsions (48915(c)(1-5)).

Students are subject to mandatory expulsion from LAI for any of the reasons as specified in the Education Code Section 48915 (c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school, possessed, sold, or otherwise furnished any firearm, explosive or other dangerous object.

At the discretion of the Executive Director, LAI will also authorize and implement in-class and in-school suspension for infractions that demand a severe consequence up to and including a suspension, but do not require the student to be removed from the learning environment in order to access appropriate curriculum and supports. The Executive Director shall designate an in-school suspension supervisor. In-class and in-school suspension will never be considered as an alternative to expulsion.

Students will be recommended for Expulsion by the Executive Director after a thorough investigation process has been conducted (ex: written statements, questioning of witnesses, meeting with the accused) and finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- i. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- ii. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Hearing:

A fair and thorough procedure is established to ensure a comprehensive and consistent process for suspension and expulsion. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the administrative staff determines that the student committed an act subject to expulsion. The hearing will be with the Executive Director of LAI. Written notice of the hearing will be forwarded to the student and the student's parent at least 10 calendar days before the date of the hearing. This notice will include:

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
3. A copy of LAI's disciplinary rules that relate to the alleged violation.
4. The opportunity for the student or the student's parent to appear in person at the hearing.
5. Parent has a right to bring witness, written statements, written documents

Written notice to expel a student will be sent by the administrative staff to the parent of any student who is being recommended for expulsion. This notice will include the following:

1. The specific offense committed by the student for any of the acts listed above in "Reasons for Expulsion."
2. Notice of the student's or parent's obligation to inform any new district in which the student seeks to enroll of the student's status with LAI.
3. If a suspension preceded the expulsion, suspension shall not exceed (5) consecutive school days; however, if the Executive Director determines either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) The pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of the expulsion hearing, and this will be a subsequent written notification.

Procedures for Special Hearings Involving Sexual Assault or Battery

LAI will determine if the disclosure of either the identity of the witness or the testimony of the witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board of Directors and/or Administrative Panel. Copies of the sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The Administrative Panel shall be guided by the following principles:

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The school will also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both support persons is also a witness, the school shall present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting swaying or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or

opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, if a reasonably accurate and complete record of the proceeding can be made, otherwise it will be transcript.

Presentation of Evidence

Appeal of Expulsion:

Parents will be notified in advance to the enactment of the expulsion and can appeal a student's expulsion by requesting a meeting. An expulsion may be appealed within five (5) working days. The student will be considered suspended until a meeting is convened to hear the appeal (within ten working days) at which time the student's parent must attend to present their appeal. The appeal will be heard by the LAI Board of Directors and not the individual that recommended the expulsion. The decision of the LAI Board of Directors will be final.

In the event of a decision to expel a student from LAI the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior will be communicated to the district/school to which the student matriculates.

Due Process

The governing body of the school will develop a fair and impartial process for investigating and confirming the appropriateness of the suspension and/or expulsion of any student. The student and parent or guardian shall be given notice in writing regarding every step described above. The student/parent(s)/guardian shall be granted appropriate time for preparation of a response and participation in a hearing with the governing board prior to any final decision regarding the expulsion.

The parents of the accused student will receive written notice of the charges. In the notice, they will be notified that a hearing will be conducted regarding the charges. The parents will be granted sufficient time for a defense to be prepared. The parent has the right to legal counsel or some other adult representation, the right to be fully apprised of the proof or evidence as well some type of written record demonstrating that the decision was based on the evidence presented at the hearing.

Readmission

The decision to readmit a pupil expelled from LAI or to admit a pupil expelled from another school district or charter school shall be in the sole discretion of the LAI Board of Directors and not by the individual that recommender the expulsion.

Special Education

Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and

to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

1. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
2. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by

either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

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

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

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

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

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

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

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children

with disabilities, including the right to stay- put.

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

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

Suspension and Expulsion Educational Placement

These students are not allowed to participate in classroom or school-wide functions while on suspension; and will not be allowed to complete any academic work assigned or missed during their suspension. Students expelled from LAI will not be allowed on school premises. The educational and discipline records of the students will be transferred to their next school.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

ELEMENT 11: EMPLOYEE BENEFITS/STRS & PERS

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. **Education Code Section 47605(b)(5)(K)***

The Executive Director will be responsible through their designee, to ensure that all qualified staff members are made aware and are enrolled in the appropriate available benefits such as health, STRS or PERS, or Social security.

Definition of Full-time Employees

1. Teachers who work the full instructional day on the calendar, which includes instructional days, staff development days, and pupil-free days (working at least 40 hours a week on a ten-month calendar)
2. Administrative and classified staff who work eight (8) hours per day, five (5) days per week during the school calendar (working 40 hours a week on a twelve-month calendar).

LAI will provide the following benefits as applicable to qualifying employee:

1. Workers' compensation insurance
2. Unemployment insurance
3. Medicare
4. STRS for certificated employees
5. Social Security Life/Health/ and Related Benefits

LAI will provide the following insurance for full time employees:

1. Medical
2. Dental
3. Vision

State Teachers Retirement Systems (STRS)

All certificated employees will participate in the STRS. LAI shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data.

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and LAI will contribute the employer's portion as required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS.

Public Employee Retirement System

Currently LAI does not participate in PERS; it retains the option to participate in the future. If LAI participates in PERS eligible employees will contribute the required percentage as designated by PERS, and LAI will contribute the employer's portion as required by PERS. All withholdings from employees and the charter school will be forwarded to the PERS Fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

Social Security

Employees will contribute to Social Security according to Federal and State laws with LAI matching at the rates prescribed by law, unless provisions are made for other retirement options such as Public Employees Retirement System (PERS) or other retirement systems. To better serve its employees, LAI will explore opportunities to provide PERS or other retirement systems to non-certificated staff members, in a manner consistent with applicable state and federal law.

ELEMENT 12: ATTENDANCE ALTERNATIVES

This section meets the requirements of Education Code Section 47605 (b) (5) (L), which requires a description of “The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools”

Students who do not choose to attend LAI and live within district boundaries may attend other district schools within their residential boundaries such as:

1. Lincoln High School
2. Wilson High School
3. Franklin High School
4. Eagle Rock High School

If a student lives outside the residential boundaries of the district in which LAI is located, the student has no right to admission in the educational program of the district in which LAI is located except to the extent that such a right is extended by the district. Those students who choose not to attend will have the right to attend any other school in their attendance area in keeping with existing enrollment policies of the district and/or see intra- or inter-district transfer in accordance with existing enrollment and transfer policies. Parent/guardian of each student enrolled in the charter school will be informed that enrollment in the charter provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.

ELEMENT 13: LEAVING AND RETURNING RIGHTS OF TEACHERS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

Education Code Section 47605(b) (5) (M)

Employees of a school district or LACOE will be advised to consult with their employers and unions prior to leaving their positions with the district. Employees leaving the charter School may return to the Charter School after leave for up to 24 consecutive months should a vacancy be available. The granting of leave is left to the discretion of the Executive Director of his/her designee.

LAI is an exclusive public-school employer and will comply with Educational Employment Relations Act. All employees join the LAI staff voluntarily. All employees of LAI are employees only of LAI. LACOE has no employer/employee relationship or obligations to the employee while that employee is employed at LAI. Such employees who choose to leave the Charter School may have return rights to the sponsoring district as specified in appropriate collective bargaining agreements. The return will be at the discretion of the sponsoring district. All other employees coming from other school districts fall under the collective bargaining agreements of their respective school districts.

ELEMENT 14: DISPUTE RESOLUTION PROCESS

(1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing (“Written Notification”). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

To: Los Angeles International Charter School 625 Coleman Ave. Los Angeles, CA 90042

This section meets the requirements of Education Code Section 47605 (b) (5) (N), which requires a description of “The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”

The procedures to be followed by the Los Angeles International Charter School and the District to resolve disputes relating to charter provisions.

Any controversy, claim, or dispute arising out of or relating to the charter agreement shall be handled first through an informal process in accordance with the procedures set forth below.

To: Director of LACOE Charter School Office 9300 Imperial Highway Downey, CA 90242

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

(4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The timeline for arbitration is to commence within 60 calendar days of the date of the completed mediation. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties.

(5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

The district and Charter School agree to work together to accomplish all tasks necessary to fully implement this charter, including the submission of any required and duly prepared waiver requests to the State Board of Education.

Notwithstanding any statements to the contrary in this Element 14 or any other section of this charter, LACOE is not required to follow any dispute resolution process to revoke the LAI charter for any of the reasons specified under the law.

Term of Charter, Revocation, Renewal, Amendments, and Severability

The proposed term of this renewal charter shall be for the period of five years, beginning July 1, 2019. The LACOE may revoke this charter for any reason provided under the law including, among others, any of the following:

5. Committed a material violation of any conditions, standards, or procedures set forth in the charter
6. Failed to meet or pursue any of the pupil outcomes identified in the charter
7. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
8. Violated any provisions of law

Prior to revocation LACOE will notify LAI's in writing of the specific violation. LACOE will give LAI a reasonable opportunity to cure the violation. Depending on the nature of the violation, LACOE will determine the amount of time needed to cure the violation.

LACOE shall retain the right to revoke the charter immediately if LAI is engaging or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Under these circumstances, the dispute resolution procedures will not be applicable.

The Board of Education of LACOE and authorized LACOE staff have the right to inspect LAI as necessary to fulfill its oversight responsibilities.

Any amendments to this charter will be made by the mutual agreement of the governing boards of LAI and LACOE. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California Education Code section 47605.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by LACOE and LAI. LACOE and LAI agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

LAI will submit its renewal petition to LACOE's Charter School Office by January 31 of the year the charter is scheduled to expire. This charter petition may be amended only by agreement in writing executed by the Board of Directors of LAI and by the authorized agents of LACOE. Material revisions and amendments will be made pursuant to the standards set forth in Education Code 47605.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

A declaration whether or not the charter school shall be deemed the exclusive public-school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Education Code Section 47605(b) (5) (O)

LAI shall be deemed the exclusive and independent public-school employer of the employees of LAI for the purposes of the Education Employment Relations Act.

Unless employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

Element 16: Charter School Closure Procedures

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

- *California Education Code Section 47604(b) (5) (P)*

In the event that LAI closes and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education (“CDE”), shall be utilized to ensure a final audit of the Charter School to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

Closure Action

Official action by the Los Angeles County Office of Education (LACOE) and/or the LAI governing boards must be taken to close the school. The action will identify the reason for closure including whether the charter was revoked, not renewed, or closed voluntarily. The LAI Board shall designate a person who will be responsible during and throughout the closure process.

The decision to close the Charter School either by the LAI governing Board or by the LACOE Board of Education will be documented in a “Closure Action”. The Closure Action shall be deemed to have been automatically made when any of the following occur: (1) Non-renewal; (2) the charter is revoked by the LACOE Board of Education under the authority granted in Ed. Code, §§ 47607, subd. (c)(1)(C) or 47607, subd. (c)(1)(D); (3) the charter is revoked by the LACOE Board of Education under the authority granted in Ed. Code, §§ 47607, subd. (c)(1)(A) or 47607, subd. (c)(1)(B) And the Charter School fails to win an appeal of that decision; (See Ed. Code, § 47607, subd. (i); (4) The Charter School board votes to close the Charter School; or (5) the Charter lapses.

Any revocation actions must be conducted pursuant to California Education Code.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity.

Closure Procedures

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of LAI (Charter School) or the LACOE Board of Education, the governing board of LAI shall immediately designate a person or persons responsible for conducting all closure procedures and activities and determine how the Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, LAI shall send written notice of its closure to:

1. The LACOE Charter School Office (CSO), if the Closing Action is an act of the Charter School. Note: If the Closure Action is a revocation or nonrenewal by the LACOE Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in the Charter School within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of the written parent notification to the CSO.
3. The Special Education Local Plan Area (SELPA) in which the Charter School participates. The Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSO.
4. The retirement systems in which the Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, the Charter School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSO.
5. The California Department of Education (CDE). The Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSO.
6. Any school district that may be responsible for providing education services to the former students of Charter School. The Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. The Charter School shall provide a copy of these notifications, if any, to the CSO.
7. All school employees within 72 hours and vendors within five business days of the Closure Action. The Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSO.

Notification of all the parties above, except for employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students must also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results, and if applicable, a copy of a student's most recent IEP
3. Information on student completion of college entrance requirements for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSO.

Student and School Records Retention and Transfer

The Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the home District of each student with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven (7) calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LACOE procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the CSO. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the Charter School that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSO will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the CSO a copy of student attendance records, teacher gradebooks, school

payroll records, and Title I record (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.
8. Any remaining records that contain private information of individuals will be destroyed and disposed of to safeguard the privacy of the individuals.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the Charter School received state funding for which it was not eligible.

The Charter school shall ensure completion of an independent final audit within six months after the closure of the Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the Charter School's annual audit.

The financial closeout audit of the Charter School will be paid for by the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the Charter School will be the responsibility of the Charter School and not LACOE. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Charter School participates, and other categorical funds will be returned to the source of funds.

The Charter school shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school

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chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

The Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

The LAI Board shall adopt a plan for wind-up of the Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LACOE within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the Charter School will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the Charter School's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)

- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end the Charter School's right to operate as a Charter School or cause the Charter School to cease operation. The Charter School and LACOE agree that, due to the nature of the property and activities that are the subject of this petition, LACOE and the public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. LACOE, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the LACOE. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

OTHER OPERATIONAL ISSUES

Facilities/Budget/Business/Accounting

This section satisfies the requirements of Education Code Section 47605(g), which states "petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any upon the school and upon the school district" The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.

Facilities

LAI is located within the physical boundaries of the LACOE. The address is 625 Coleman Ave., Los Angeles, CA 90042. The facility for LAI is a beautiful 8 acre formal school site that holds all the proper certificates for use as a school. It is located in the heart of the area that LAI serves and is easily accessible to the targeted population by means of public transportation, car, or even walking.

All property and facilities leased to or belonging to LAI is insured by a reputable insurance agency. LAI consults with its legal representative regarding all insurance matters to ensure that all insurance meets or exceeds all LACOE, State, and Federal regulations and laws.

Custodial, Maintenance, & Rubbish Pickup

Custodial services are conducted in-house but may eventually be contracted out. Routine and minor maintenance will also be conducted in-house, and major maintenances such as electrical work, construction, and earthquake repair will be contracted as needed.

Budget

LAI has contracted with Charter School Management Corporation to provide assistance with the budget. Day-to-day financial decisions will be decided by the administration.

Site-based budgeting will:

1. Allow the direction of spending priorities to provide leverage for fundamental change.
2. Link budget to student outcomes; make budgeting program-driven instead of formula-driven.

The binder shows a proposed operational budget for the next three years of operation.

Revenue Flow

LAI will work cooperatively and collaboratively with the California Department of Education (CDE), and the Los Angeles Office of Education (LACOE) personnel to achieve a direct revenue flow from the CDE to LAI. Funds transferred directly from The CDE to LAI will be transferred to the Charter School account in the Los Angeles County treasury by LACOE in the most expeditious manner possible. Revenue Limit funds still flowing through the sponsoring district will be transferred via journal voucher entry in a timely manner. LAI will apply directly for all categorical funding that is not included in the block grant.

Budget Development/Fiscal Reports/Audit

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and will be continually refined through the May revise to the State Budget Act. Budgeted resources will always be consistent with Charter School goals as identified by the governing council. Two interim reports and a year-end estimated actual budget will be submitted to LACOE unless all parties agree to a different system.

Depository/Accounting/Payroll

All revenue generated by LAI will flow through the Los Angeles County Treasury. Three revolving accounts with a reputable local financial institution may be maintained, one for payments of all expenditures, second for payroll and third for petty cash to meet small in-house payments. LAI will provide month payroll reports for preparation of retirement reports, monthly financial accounting reports and copies of payroll tax returns on quarterly basis to LACOE for fiscal oversight.

LAI is presently contracting with a back-office provider to provide accounting and business services. LAI reserves the right to eventually perform all business services in-house.

AB 544 Direct Funding Model

LAI will elect to receive direct funding from the State Fund to be deposited into its own account.

Budgets and Financial Policies

LAI shall promptly respond to all inquiries and requests for documents from LACOE and shall consult with LACOE regarding any inquiries. Furthermore, LAI will provide any financial information requested by LACOE and make its books available to LACOE during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LACOE, in the format required by LACOE within time lines specified by LACOE each year.

Purchasing and Contracting

LAI will always utilize effective business practices which will result in the best quality at the best price. Contracts for services, equipment, and alterations and improvements will be open to multiple bidders. All things being equal, preference will be given to local bidders.

Food Services

LAI reserves the right to operate its own food service program.

The LACOE Food Services Branch will not act as the meal program sponsor nor provide any fiscal agent services. It is the responsibility of LAI to apply to the State to become its own meal program sponsor for the National School Lunch Program. It is understood that the LACOE Food Services Branch will not apply to the state on the school's behalf.

Attendance Accounting

LAI will utilize its own Student Information System, PowerSchool. Attendance accounting procedures will satisfy CDE, and LACOE requirements. Classroom teachers will record daily attendance on an online system during each period on a daily basis.

Official registers will be completed on a monthly basis, documenting the month's attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to the LACOE each month.

Transportation

LAI will not provide transportation for students to and from school with the exception of events related to the school. The administration of LAI will have the discretion to decide when to provide transportation for said events. However, LAI will offer monthly tap cards for students living over a mile from the school.

Operations

The Executive Director and staff will perform day-to-day operations. An independent back office firm, Charter Impact, has presently been contracted with provide business consultation and support to the school administration. The administration will be held responsible for timely and appropriate reporting regarding student outcomes, budget, etc. Reporting will be implemented in accordance with specific agreements between the school and the sponsoring district. Evaluation and hiring criteria, decisions, and procedures are set forth in this petition.

LACOE and LAI Operational Funding Levels

The operational funding levels LAI will be determined at the discretion of the Board of Directors and the Director, except for those enumerated specifically in the charter.

LACOE Liability for LAI School Debts

In accordance with Education Code Section 47604(c), LACOE shall not be liable for the debts or obligations of the charter school.

Programmatic Performance Audit

LAI will compile and provide to the district an annual performance audit. Presently LACOE accepts the annual School Achievement Report Card (SARC) for the reporting requirements. LAI will comply with any requirements for reporting as adopted in the LACOE Board Policy regarding Charter Schools.

Insurance Requirements

No coverage shall be provided to LAI by the LACOE under any of the LACOE's self-insured programs or commercial insurance policies. LAI shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the LACOE to protect LAI from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect LAI from claims under Workers' Compensation Acts that may arise from its operations.
2. Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the LACOE and the Board of Education of the County of Los Angeles as additional insurers and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Los Angeles International Charter School's insurance primary despite any conflicting provisions in Los Angeles International Charter School's policy. Coverage shall be maintained with no self-insured retention.
3. Fidelity Bond coverage shall be maintained by Los Angeles International Charter School to cover all its employees who handle, process, or otherwise have responsibility for LAI funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Insurance Certificates

LAI shall furnish to the LACOE Insurance Section prior to the opening of the school, certificates of such insurance signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows:

The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the LACOE. Facsimile or reproduced signatures are not acceptable however the LACOE reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should LAI deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the LACOE and its purchase shall be the responsibility of Los Angeles International Charter School.

Hold Harmless/Indemnification

To the fullest extent permitted by law LAI does hereby agree, at its own expense, to indemnify, defend and hold harmless the LACOE and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. LAI further agrees to the fullest extent permitted by law at its own expense, to indemnify, defend, and hold harmless the LACOE and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses

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including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the LAI, and their officers, directors, employees or volunteers.

LAI shall be responsible at its own expense for defending any claims, liabilities, or legal proceedings brought against Los Angeles International Charter School by any person or entity.

Title 1 Funds

In accordance with current federal legislation, LAI will receive Title 1 funding based on eligibility of students. Expenditures of Title 1 funds will conform to all guidelines, rules, and regulations pertaining to the expenditure of such funds.

LAI will be responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. LAI shall provide the LACOE with all financial and related reports, including enrollment attendance to enable the LACOE to meet its requirements by law. Notwithstanding the petitioners' expectation to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

RELATED WARRANTS**IN ADDITION TO THE ELEMENTS SPECIFIED ABOVE, THE LAI LEADERSHIP REITERATES ITS COMMITMENT TO OBSERVE THE FOLLOWING:****1.) 47605 (c)**

"Charter schools shall meet the statewide performance standards and conduct the pupil assessments required pursuant to section 60602.5"

2.) 47605 (d)

"In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against any pupil based on ethnicity, national origin, gender, or disability. 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 guardian, within this state.

3.) Term and Renewal of Charter

The term of renewal of this charter shall begin on July 1, 2019, the date that the LACOE's Board of Education approved the renewal of LAI's charter petition and extended for five school calendar years, until June 30, 2024.

This charter may be revoked as provided by law. Prior to revoking the charter, and if in the judgment of the LACOE circumstances permit, LACOE shall provide LAI with the notice of the proposed revocation and of the reasons thereof.

Material revisions to the charter must be approved by the Board of Education. However, all proposed revisions to the charter must be presented to LACOE for a determination as to whether the proposed revision is a material revision that must be approved by the LACOE Board of Education.

4.) Effect on Authorizer and Financial Projections. a.) Intent

This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of LAI on LACOE.

This communication is intended for informational purposes only and to assist LACOE in understanding how the proposed school may affect the authorizer.

b.) Administrative Services

Where possible, and at a mutually agreed upon competitive cost per child, the school does anticipate purchasing services from LACOE. Such services may include personnel review for credential and criminal clearance purposes, payroll, special education as noted in the charter as petitioner intends to purchase IEP mandated services from LACOE where possible, insurance, and other related costs. The specific terms and costs for these services, and any others that LACOE may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that LACOE provide oversight and performance monitoring services, including monitoring school and student performance data, financial statements and audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. In consideration of these oversight obligations, petitioner has identified a percentage in the budget that has been identified at law to compensate for such oversight services.

c.) Civil Liability

The charter document states that the LACOE shall be properly indemnified against civil liability claims (including actions by the Board, administrator(s) and all staff) arising from the school's actions and operations. LAI shall hold harmless, defend and indemnify, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of:

Any injury to person or property sustained by the School, its officers, employees or authorized volunteers; and b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the School, its officers, employees, agents or students. In cases of such liabilities, claims or demands, the School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the LACOE, the LACOE Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

We seek to reassure LACOE by this communication that the level of risk exposure to the County is minimal. The governance team shall be properly indemnified, and the school intends to secure, as noted in the charter, appropriate insurance coverage through LACOE where available and from outside providers where not, to protect the school's assets, staff, etc. We invite your attention as well to the financial information and budget included with the charter and note that enough funds are available. LAI further identifies its commitment to hold the LACOE harmless from financial obligation in the event of an unbalanced budget, if legislatively guaranteed income sources arrive, per the law, for LAI use in conformance with the budget.

Appendices

1. Course Catalogue
 - High School
 - Middle School
2. English Learner Master Plan
3. Professional Development Plan 2018-19 School Year
4. 2018-19 School Calendar
5. 2018-19 Bell Schedule
6. Master Schedule