

Lake County International Charter School



Lake County International
Charter School

PRESENTED FOR CHARTER RENEWAL CONSIDERATION TO

Middletown Unified School District Governing Charter Council

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Prepared in compliance with the terms, conditions, and requirements of
EC 47605 and related statutes and as amended - **The Charter School Act**
and **Middletown Unified School District Charter Council**

Memorandum of Understanding with LCICS

Revised for submission on August 21, 2009

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I. Update Subsequent to the March 2005 Establishment

Lake County International Charter School (LCICS) opened in September 2005 and operates under the terms of its first charter through June 2010. The following will highlight the school's growth into an institutionalized member of the charter school community ensuring that the petitioners are able to successfully implement the program of *Lake County International Charter School ("LCICS") of Middletown, CA*.

Governance

LCICS' governing Charter Council has grown from being comprised of the founders and out-of-county residents with expertise appropriate for starting a new school to Charter Council members whose children attend LCICS and local community members who support the school. The Charter Council meets on a similar schedule as MUSD (2x per month) and currently has twenty-two (22) regularly scheduled meetings from July 2009 – June 2010. Two of these meetings are bi-annual/organizational and reflection meetings. The Superintendent/Director and Charter Council members participate in a minimum of five hours of governance-related training per year on topics prioritized by the Director and Charter Council President. This training always covers the Brown Act requirements.

The appointments of Superintendent/Director Karl Reichman in August of 2006, and Coordinator of Fiscal Services Barbara Thornton in January of 2008 have enabled the founders to shift to supporting roles in the daily operations of the school. The Charter Council monitors adherence to the charter and corporate values ensuring an on-going focus on student achievement.

LCICS is a California Not-For-Profit 501(c)(3) Corporation (IRS #:01-0780934). The LCICS Charter Council is a legally formed entity that uses a review of school assessment instruments to refine the state-approved Local Educational Agency Plan and the Single Plan for Student Achievement. Comprised of the Director, faculty, staff, parents, and students, it has generated ideas for establishing the character-oriented culture at LCICS which permeates daily classroom activities, student assessment, student discipline, monthly assembly programs and parent education programs.

Many milestones have marked the development of Lake County's first site-based charter school, since its opening in the fall of 2005. Most recently this K-8, tuition-free public school became an authorization *IB World School™* (Exhibit: 03) (International Baccalaureate Organization "IBO" Primary Years Program "PYP"). LCICS is also a Western Association of Schools and Colleges (WASC) accredited school (Exhibit: 04).

Because of similarities in educational philosophies and mission identified by its founders, the school elected to become an IBO PYP candidate school. IBO, headquartered in Geneva, Switzerland is a world-renowned educational authorizing institution. Since 1976, the IBO has accredited over 3,000 public and private schools in 119 countries. The quality of the prestigious IB Diploma Program was recognized by the US Department of Education in President Bush's proposal for the American Competitiveness Initiative. Forty-one (41%) percent of Newsweek Magazine's top 100 high schools in the U.S. offer IB programs.

Middletown Unified School District has fulfilled its responsibilities for annual oversight of the school by completing a comprehensive review of LCICS' operations and compliance with its charter in 2009. This has resulted in increased communication with the district's superintendent and school staff to ensure adherence with all requirements.

Business Services

The school has maintained the mandated financial reserve and operated in a financially solvent manner each year while giving COLA salary increases each year except the present one. Due to the economic crisis facing all schools in California, the faculty and staff agreed to accept an initial seven (7%) percent reduction in salaries for part of the 2008-2009 school year. The salary scale was adjusted to reflect a ten (10%) percent across the board reduction from the 2008-2009 salary scale (Exhibit 05). During these difficult times staff has continued to work in a concerted manner to adhere to the mission by ensuring that all expenditures have a maximum impact on student achievement.

The first year with *Goodell, Porter, and Fredericks, LLP*, LCICS' audit had only a few non-material findings, which were addressed by procedural adjustments. From the second year onward, LCICS engaged *Carolyn A. Mayes, CPA*. LCICS had both non-material and material findings. The material findings revolve around the differences between typical school accounting and 501(c)(3) not-for-profit accounting laws. LCICS, MUSD and LCOE have all needed to make adjustments to adhere to these more stringent reporting requirements. At this point, we believe that the new Escape accounting system will address all of the material findings.

One of LCICS' greatest challenges over the past four years has been facilities. The founders intended to use temporary facilities while constructing a permanent facility on two (2) leased acres of land behind the South County Fire District on Highway 175 in Middletown, CA. The founders secured the use of two (2) temporary sites in the heart of Middletown: The Baptist Church on Highway 175, and the Methodist Church on Armstrong Street as temporary classrooms for this first year. The founders secured three (3) loans from: Neft Trust, Susan Sparrow, and Winds of Change for a total of \$150,000 to purchase domes (Pacific Domes) and environmental materials for the construction of the permanent site. In the second year of operations it became clear to the Charter Council and the new Director that full funding could not be secured on leased land, this plan was abandoned as a viable permanent site for the charter school.

At the onset of the second year (2006-2007), the Charter Council was able to leave the Baptist Church site and relocate the upper grade portion of the school to the old Adventist Church/pre-school site that had been partially converted into a Dojo at 15872 Armstrong Street, Middletown. This move placed the school sites in close proximity to each other, operated in two facilities diagonally across the street from each other on the two (2) corners of Armstrong and Jackson Streets. The Dojo site had to be "built out" to locate two (2) modulars comprising a total of four (4) classrooms, which have been placed on this site for the upper grades (3rd-8th grades) with fencing and other health and safety amenities. A \$150,000 loan from the CDE (CDE #1) was secured to establish this facility.

During the third of operations year (2007-2008), as the Methodist Church indicated that they were no longer interested in housing a classroom for LCICS, the school acquired the "Langtry House" at 15850 Armstrong Street. This property was previously known as the Helena House, and had been operated as a retirement home by the owners, who agreed to hold the notes on the property for the school. LCICS has renovated and converted the facility into two classrooms and a library/media center for the lower grades (K-2). A \$100,000 loan from the CDE (CDE #2) was secured to support these renovations. An additional \$115,000 was donated to LCICS by Langtry Estate and Vineyards and local community members.

During the recent budget cuts, the debt load has been challenging for LCICS. To mitigate this effect, LCICS negotiated with the first three (3) loan holders for a reduction in interest rates (2009) and a deferral of payments without accruing additional interest and/or penalties for a period of two (2) years until July of 2011. Payments on these first three (3) loans will resume only after the payments on CDE #1 loan are completed, enabling LCICS to stabilize its debt load over the next 3 years.

The school has a technology plan that has been approved by the California Department of Education. This plan ensures that teachers receive training and that students receive resources that increase student achievement. Computers are available for use in the classrooms (Mac Laptops), and thirty-five (35) PC computers, screens, and hardware/software were donated by Vision Service Plan “VSP” for use in the upper grades’ Library/Media center for LCICS. This Library/Media Center is located in one (1) of the modular classrooms. Two projectors are available, overhead projectors, as well as an Elmo for use throughout the school. The school has developed a fairly large library of timely books, periodicals and video materials to support academic instruction, and particularly the sixty (60) units of inquiry taught over two (2) years.

The school participates in a program of risk-management that includes monthly facility checks on safety-related issues. Staff completes annual safety trainings prior to the start of school each year. Annual visits from LCICS’ insurance provider, Charter Association’s Joint Power Authority (JPA), have resulted in no major concerns and only minor suggestions that were subsequently implemented.

Educational Services

Having opened the school with grades Kindergarten through 8th grade, the school offers strong academics consistent with its mission, as evident by LCICS receiving both WASC accreditation and IB World School™ Authorization.

The school’s Academic Performance Index scores show significant overall growth; Annual Yearly Progress has been met in all categories, while the STAR Mean Scale Scores on California Standards Tests show improvement in nearly all subjects and grades during the current charter period as seen in the following three tables.

Table 1 Academic Performance Index (API)

API	2005-06	2006-07	2007-2008	2008-2009
Prior Year Base	715	703	720	739
Growth Target	--	--	752	n/a

Table 2 Annual Yearly Progress (AYP)

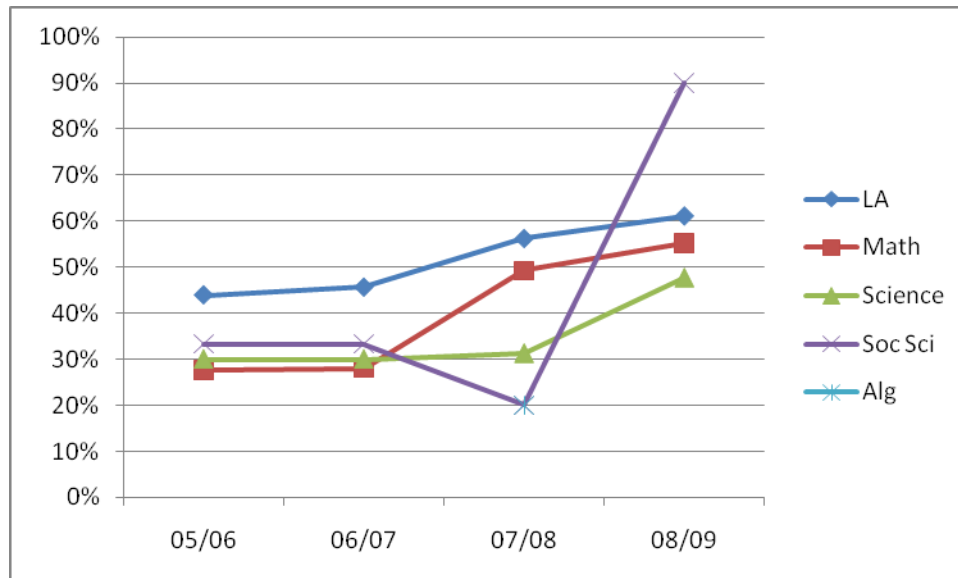
AYP Criteria	School	District
Overall	YES	No
Participation Rate - English-Language Arts	YES	Yes
Participation Rate - Mathematics	YES	No
Percent Proficient - English-Language Arts	59.6%	No
Percent Proficient - Mathematics	48.3%	No
API	752	Yes
Graduation Rate	N/A	No

Table 3: California State Standards Testing Results Comparison

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	44.4%	45.8%	56.9%	47	47	51	42	43	46
Mathematics	28.9%	25.0%	48.3%	41	42	41	40	40	43
Science	N/A	N/A	N/A	45	44	55	35	38	46
History-Social Science	N/A	N/A	N/A	31	34	39	33	33	36

Table 4: LCICS STAR Test Proficiency Results Analysis

Whole School % Proficient					
	LA	Math	Science	Soc Sci	Alg
05/06	44%	28%	30%	33%	
06/07	46%	28%	30%	33%	
07/08	56%	49%	31%	20%	20%
08/09	61%	55%	48%	90%	



The 6th grade IB Exhibition is a great opportunity for students to demonstrate and create a global social conscience. The Exhibition is designed for each student to demonstrate their knowledge appropriation and the mobilization of those competences, known as – “Socioconstrutivism.” The exhibition is where students reflect on their actions, and how they have contributed to their own well-being and that of their community and the environment. The PYP Exhibition creates a social web of collaboration and action by and between the student, the teacher, the school and their community. The assessment of the Exhibition takes place within the school, and is ongoing throughout the 6th grade school year.

The 7th and 8th focus is on action through community service.

Personnel

The current faculty and staff are comprised of:

- Pamela Kirkpatrick ----- 5th, 6th grade
 - Ms. Kirkpatrick has been with LCICS since its inception
- James “Sheamus” Kennedy ----- 3rd, 4th grade
 - 2009-2010 will be Mr. Kennedy’s second (2nd) year with LCICS
- Sandy Mendoza ----- Spanish
 - 2009-2010 will be Ms. Mendoza’s second (2nd) year with LCICS
- Ellen Karnowski ----- Resource Specialist
 - 2009-2010 will be Ms. Karnowski’s fourth (4th) year with LCICS
- Rosa Raymer ----- Aide
 - Ms. Raymer has been with the school since its inception
- Laura Stalker ----- Administrative Assistant
 - 2009-2010 has been with LCICS since its inception and is a founding member
- Karl Reichman ----- Superintendent, Director
 - 2009-2010 will be Mr. Reichman’s fourth (4th) year with LCICS

2009-2010 will be the first (1st) year of service at LCICS for the following teachers::

- Jonathan Harris ----- Kindergarten, 1st grade
- Darla J. Bandsma ----- 1st, 2nd grade
- Cathleen McCarty ----- 7th, 8th grade

This charter period has seen the transition from administration of the school by the founders to staff that have stepped up with competence, a shared vision, and a pioneering spirit. With the school’s first IB Consultant/Director, Anne Evans, and Assistant Director/ Founder Lisa Kaplan taking on the shared responsibility of the school in its formative year 2005-2006 -to- Superintendent/Director Karl Reichman, and Barbara Thornton as Fiscal Services Coordinator. LCICS has established itself as a viable “*educational alternative*” with MUSD. Staff members take turns facilitating staff collaboration meetings and all participate in shared decision-making.

Over the past four years LCICS has offered specialties, such as: art, music, puppetry, environmental education, dance, and drama taught by the core faculty as well as itinerant specialists in their respective fields. In addition, this past school year (2008-2009) LCICS has made available ancillary parental ‘*pay-as-you-go*’ enhanced programs such as: puppetry, dance, music, and spatial dynamics.

Over the last five years LCICS has not had a single enrolled English Learner (EL). As the number of EL students may grow, so shall the amount of training provided to teachers to serve those students. Teachers may use a wide-array of strategies to develop English language skills for second language learners. Having bi-lingual teachers (K-1st and 3rd/4th Grade teachers) also enhances communication with potential Spanish-speaking parents and students.

In keeping with state and federal requirements, all certificated teachers are also properly assigned.

The school continues to provide supervision during recess and lunch, through faculty and Aide transitions on the grounds, and in street crossing students before and after school on Armstrong and Jackson Street.

Student-Family-Community Relations

One of the most critical steps the school has taken is to provide an orientation for all new student parents as part of the enrollment process. This has ensured that families joining the school are

aware of the school's commitment rigorous academics, positive discipline, restorative justice, and have an opportunity to get their questions answered.

Currently LCICS does not have any significant sub-groups.

The school provides parents and students with access to information about scheduling, homework, and classroom activities via the LCICS web site (see www.lcics.org/contact.html), and uses bulk email, as well as the *Call-Em-All* phone tree system. LCICS also provides parents with an easy email link to staff to promote timely communication.

LCICS continues to develop its web site. Features of the LCICS web site include: the school calendar, event information, announcements, brief biographies of faculty, as well as weekly classroom resource requests posted by teachers. LCICS also uses the web site as a non-navigable location for documents crucial to the operation and running of the school including but not limited to: LCICS Charter, MOU with MUSD, Policy and Procedures, Parent Handbook, Employee Handbook, Emergency Handbook, etc.. (Exhibit 07)

The Parent Teacher Council (PTC) meets upwards of four (4X) times a year. The PTC hosts a Back-to-School night, Spaghetti Feast, International Night, and the Annual Live & Give Celebration and Auction. These nights are routinely attended by 70-80% of the student families.

Parents with children in grades K-4 participate in many local field trips. Parents have also chaperoned the annual 5th / 6th grade science trip, as well as the 7th / 8th grade senior trip to destinations as distant as Los Angeles to experience the Museum of Tolerance and the Getty Museum. Parents take an increasingly responsible role for making these trips a reality through fund raising and chaperoning.

The LCICS faculty offers parent trainings on topics selected by both faculty and parents. These include but are not limited to: Understanding IB, Helping Students Succeed in English and Math, Using Information about Grades to Increase Achievement, and Gardner's Multiple Intelligences.

The parent satisfaction survey, which was recently transferred into a web based application using www.surveymonkey.com did not have the level of anticipated participation for its first utilization as a survey. The responses received did show a high level of satisfaction for all aspects of the school's operation. Although there are, upon occasion, parents who are unhappy with specific situations related to their student, there have been no formal complaints. The school does have a Uniform Complaint Procedure and the superintendent/director has found the school to be in compliance with the procedure and policy. The school's student and staff advisor, helped students and their families resolve many issues that typify the stresses of adolescence, modern life, and academic rigor.

Using the choice wheel, peer mediation, and restorative justice, all LCICS faculty and staff work with students daily to help them understand that their actions have consequences, and that each and every student has the ability to *repair the harm*. Student-Led Conferences remain an essential part of the school's culture with the students and staff having presented two events each year for the past four (4) years. The program enables students to share what they have learned over the previous year with their parents. As an Authorized IB World School™ LCICS' 6th grade class can now begin their 1st *Exhibition* year during the 2009-2010 school year.

II. Founders, Governance, Administrative Structure, and Legislative Intent

Living Learning Charter School (LLCS) was legally established in May of 2003 as a nonprofit 501(c)(3) public benefit corporation founded to provide charter school development, management, and advocacy and was the original governing body for *Lake County International Charter School of Middletown, CA*. On September 17, 2004, the Articles of Incorporation were amended and the name officially changed from LLCS -to- LCICS. At the August 20, 2009 meeting, the Charter Council acted unanimously to approve the renewal petition for *Lake County International Charter School of Middletown, CA*. This petition is submitted as a result of that action.

The Charter Council

The Lake County International Charter Schools’ Charter Council:

- **Guy “Chai” Foux** - **President** - **Parent**
- **Valerie Moberg** - **Secretary** - **Parent**
- **Jan Rippingale** - **Treasurer** - **Parent**
- **Hani Hajje** - – - **Parent**
- **Jason Curtis** - – - **Parent**
- **Jose “Pepe” Mendoza** - – - **Community Member**

The current charter council members have over eighty (80) years aggregate experience working with school Charter Councils, charter school administration, and business consulting, and with different but complementary educational experiences, they are committed to pioneering advances in public education.

The Charter Council has demonstrated the capacity to establish and sustain an excellent school: *Lake County International Charter School* is a WASC accredited and IB authorized World School™, and is now petitioning for renewal. The school has grown from eighty (80) students in 2005 to one hundred and six (106) in 2008/2009. On the Academic Performance Index the school has grown from 715 in 2006 to 739 in 2008-2009 and is anticipating continued growth based on 2008-2009 test scores. The Charter Council activities include five (5) years of establishing the corporate governance structure, by-laws, and Charter Council policies; overseeing budget development and financial management; hiring and training certificated and classified staff to ensure implementation of quality curriculum and instruction in safe, challenging, well-managed schools; hiring and training staff to provide daily school management and financial services; managing cross-disciplinary assessment for all grades including administration of all required standardized tests; meeting students’ educational and social needs on the spectrum of low achieving to gifted; acquiring, developing, and equipping suitable educational facilities; working with parents and community members to support outreach and marketing activities resulting in a positive community view of the schools; and ensuring that the charter school is in compliance with all applicable federal, state and local laws and regulations including the required assurances provided in the MOU.

Lake County International Charter School manages and operates the charter school known as Lake County International Charter School (hereafter “LCICS”) pursuant to the terms of its Charter of 2004 and Memorandum of Understanding (MOU) with Middletown Unified School District (MUSD), and will continue to do so according the terms of the charter renewal petition. LCICS serves as the California nonprofit public benefit corporation to administer *Lake County International Charter School* as a direct-funded charter school. The Charter Council members serve as officers of the corporation.

LCICS' administrative office is located at 15872 Armstrong Street, Middletown in Lake County, California until such time as a different facility may be warranted. The Charter Council will ensure that public funds are effectively and responsibly managed as detailed in Section VII.

Administrative Structure

Structure and Organization: The school's Superintendent/Director position is filled by Karl Reichman. He is accountable for the daily operation of LCICS by serving in a manner which results in the success of every student and staff person according to the school's mission and provides leadership to the corporation in a manner consistent with Charter Council values. He reports to the President of the Charter Council, and is responsible for the executive leadership of corporate services and direct instructional service to students and staff at the school. The superintendent/director is supported by a team comprised of the fiscal services manager and an administrative assistant/aid who assists with student and staff services, and operations; he leads a team of certificated and classified staff in a strong culture of shared decision-making focused on increasing student achievement (see the organizational chart in Exhibit 08). Karl Reichman serves as the school's liaison to MUSD to ensure oversight and support communication.

Special Education: LCICS is an LEA, except as it pertains to special education. For the purposes of special education, students with IEPs are served through an agreement in the MOU with MUSD in which MUSD serves as the LEA – SELPA and provides certificated and classified staff to support special education students. In a manner consistent with the Lake County SELPA plan, the district student services director provides support to the assigned LCICS and MUSD staff and ensures that an administrator is available for IEPs and consultations as needed. The school provides facilities, access to student information, and staff members to attend meetings, such as IEPs, that are needed to fulfill the plan for special education students. LCICS also ensures students are referred appropriately for special education assessment, are instructed in keeping with the IEP provided by the MUSD and LCICS staff, and are provided due process in the event of Behavior Code violations. The MUSD staff works as a seamless part of the network of services to *Lake County International Charter School* students and parent/guardians (see **section III** for the plan for special education students). The financial agreement is included in the MOU and adhered to by LCICS.

Academic Calendar: LCICS is required to offer a minimum of 175 school days and 64,800 instructional minutes. As audit records show, the school has exceeded the required instructional minutes each year:

135	regular days	8:30-3:20
45	minimum days	8:30-12:20 (Wednesday early dismissal)

In general, the school calendar (Exhibit 09) mirrors that of MUSD, with some days during the year scheduled as professional development days. It is expected that all students will be in class for the entire instructional day unless meeting the requirements for excused absences (e.g., illness, death in the family). The school maintains the option to revise the calendar and schedule, within the requirements, to make reasonable adjustments for scheduling holidays and supporting increased student achievement. The school calendar, along with activities and events, is posted on the web page at www.LCICS.org.

Legislative Intent

In keeping with the "Charter Schools Act of 1992" and its subsequent amendments, *Lake County International Charter School* is intended to provide opportunities for teachers, parents, pupils, and community members to establish and maintain a school that operates independently from the existing school structure and that is different from and complements MUSD. The LCICS Charter Council hereby submits a petition for the charter school that has and will:

- **Improve pupil learning by** offering a focused program in which: teaching and testing are aligned; new learning is linked to material that is already understood; academic proficiency is the target for all students to achieved; operations have and are becoming more efficient; and instruction using multiple intelligences supports the achievement of rigorous academic standards for students;
- **Increase learning opportunities for all pupils by:** continuing to seek out a diverse student community that is representative of all students in the region while focusing on the needs of students who require additional support to attain rigorous academic standards to meet university admission requirements; and providing on-going feedback so that students will be able to measure and acknowledge their growth;
- **Encourage the use of different and innovative teaching methods.** Through the use of vertical and horizontal integration teachers work to maintain a routine to share strategies, resources, and challenges (collaboration); integrate grade level content in the standards for English-language arts, mathematics, social studies, and science; and use real-world activities to learn and assess outcomes;
- **Provide new professional opportunities for teachers by:** involving teachers in the implementation and on-going refinement of a school-wide curriculum plan and the management of many of LCICS' daily operations;
- **Provide parents and pupils with expanded choices by:** offering a public school that is open to all students who are committed to an IB-PYP program in a small school environment; and providing information about what the school is and is not prior to enrollment;
- **Hold the school accountable for meeting measurable pupil outcomes with a performance-based accountability system by:** using the California standards to design Unit of Inquiry content; establishing assessment activities for each Unit of Inquiry that can be reviewed by the student, parent/guardian, and staff, reflecting upon on each student's growth in developing the characteristics as defined by the IB Learner Profile: Inquirers; Thinkers; Communicators; Knowledgeable; Risk Takers; Principled; Caring; Open Minded; Balanced, and Reflective
- **Provide vigorous competition to stimulate continual improvements in all public schools by:** demonstrating that assisting students to develop the characteristics of the Learner Profile enhances students' ability to prepare for citizenship in the 21st century.

To fulfill the intent of the Legislature, LCICS' staff petitions MUSD to renew a charter for *Lake County International Charter School of Middletown, CA*, a nonprofit public benefit corporation formed, organized, and operated pursuant to the Nonprofit Public Benefit Corporation Law of the Corporations Code.

The petition has been signed by the number of meaningfully interested teachers, five (5), that is equivalent to at least 100% of the number of teachers, five that are employed at the charter school during renewal (see Exhibit 10). All signing teachers are properly credentialed and NCLB compliant for their assignment.

The petitioners request that the Middletown Unified School District Charter Council of Trustees find that:

- ***Lake County International Charter School presents a sound educational program for the pupils to be enrolled*** as set forth in Sections II and III below;
- ***The petitioners are demonstrably likely to successfully continue to implement the program set forth in the petition*** as attested by the Charter Council's successful operation of *Lake County International Charter School of Middletown, CA*, a school that has demonstrated considerable success in the implementation of their charter and as detailed in Section I;
- ***The petition contains the number of signatures of meaningfully interested teachers as required by the law*** as attested by the documents attached in Exhibit 10;
- ***The petition contains an affirmation of public operating principles*** as included in section III;
- ***The petition contains a reasonably comprehensive description of all required charter contract elements*** as follows.

In keeping with legislative intent, the petitioners also request that the agency encourage LCICS to remain an integral part of the California educational system and encourage the continuance of this charter school.

III. Educational Philosophy and Program

Mission

The mission of *Lake County International Charter School of Middletown, CA*, is to “educate students in grades K-8 to be literate, knowledgeable, principled, local, national, and global citizens. Students will participate in an enriched and nurturing learning environment that honors the whole child – intellectually, emotionally, creatively, physically, socially and culturally. LCICS students will become competent and self-motivated individuals with a commitment to life-long learning that enables them to reach their full potentials.”

This mission is consistent with the requirements for LCICS as established in Charter Council policy. The broad outline of its curriculum content is consistent with national efforts to improve academic achievement for all students while filling the local need of offering comprehensive instruction for students in keeping with the California State Standards for English-language arts, mathematics, social studies, science, second language acquisition, and visual and performing arts. *Lake County International Charter School* will continue to improve learning for a diverse population of students in grades K-8 by providing rigorous mission-driven, standards-based instruction as described in this section.

While the main focus of *Lake County International Charter School* is to prepare students to become life-long learners, all students of any ability and any achievement level are accepted and there are no entrance criteria.

Educational Philosophy

Lake County International Charter School operates with the philosophy that all students can develop a love of lifetime learning. That as individuals each child should develop a strong sense of self and the resourcefulness and skills necessary to meet the challenges of life, and participate meaningfully in local and global communities. This philosophy results in a classroom-based educational program in which meaningful, rigorous academic standards are developed through activities that tap multiple intelligences. Upon completion of LCICS’ instructional program, all *Lake County International Charter School* students will demonstrate the acquisition of a broad base of essential academic skills, knowledge, and attitudes known as “expected school-wide learning results” listed in section IV. Collectively, these requirements will ensure that the every student has the foundation needed to pursue higher education aims. The Charter Council, in keeping with corporate policy, and the staff believe that all people have value, that all people have unlimited potential to learn, that all people are challenged to higher levels of performance by high expectations, and that all people benefit from respect.

Whom *Lake County International Charter School* Will Attempt to Educate: It is *Lake County International Charter School*’s intent to be demographically representative of the local secondary grade population for grades K-8 in terms of gender and ethnicity with an anticipated age span of 5-14. The school intends to maintain a population of approximately 106-225 students averaging 20 students per K– 3rd / 4th grade, and 25 students per 5-8th grade. All students are welcome at *Lake County International Charter School* regardless of prior academic performance and educational experiences. An attendance rate of 92.0% or higher is expected, and students are required to attend a full day unless their absence is excused in keeping with state requirements.

Based on prior experience, it is anticipated that, in comparison to other schools in the region, a similar percentage of students will be low achieving, a similar percentage will be English Learners,

and a similar or higher percentage of students will be eligible for free-and-reduced-price meals. It is anticipated that the percentage of students with IEPs and Section 504 plans will approximately the same as the local population. *Lake County International Charter School* will continue to serve students of all abilities who wish to attend subject only to capacity, and the staff recognizes its responsibility to provide service to all students including students in need of Section 504 services.

To Be An Educated Person in the 21st Century: It is the objective of this charter school to enable all students to become educated individuals who are intrinsically self-motivated to learn, have diverse yet well-developed interests, and who are becoming competent lifelong learners. The staff will achieve this goal by providing a rigorous academic curriculum using the International Baccalaureate Primary Years Program (IB-PYP) for students at all grade levels and a non-academic curriculum focused on specialties.

Based on the IB definition adopted by LCICS, and the IB Learner Profile supported by the IB Attitudes an educated person in the twenty-first (21st) century includes the general academic skills and qualities as well as the ability: to use language to express individuality with precision and pride; to draw from the disciplines of mathematics and science to be a rational thinker; and to have a sense of self from a cultural and historical context. The school identifies the general non-academic skills and qualities important for an educated person as the ability: to participate in the arts as a performer and critic; to make healthy choices for personal fitness from among competing demands; to use technology and artistic tools for personal expression; and to have skills and attitudes in an area of personal interest and the motivation and tools to continue to learn.

How Learning Best Occurs: *Lake County International Charter School's* Charter Council, parents, students, teachers, administrators and support staff are united by the belief that:

- A student centered, structured, inquiry-based curriculum enhances student learning
- Not all students acquire knowledge with the same learning style (Gardner).
- Not all children are ready to learn new skills at the same time and multi-grade classrooms help facilitate the individual growth of each student.
- Learning is best structured using constructivist (students construct new understandings by combining previous understandings with new experiences and discoveries) methodologies and differentiated methods and materials.
- Students can model, observe, support, mentor, and complement one another's skills, talents, and abilities
- A teacher is a "guide on the side," not a "sage on the stage" facilitating the learning experiences of each child.
- Learning and teaching are collaborative activities
- Planning, teaching and student assessments are interlinked, reflective and collaborative activities.
- Providing authentic learning situations, including the assessment of students in as many real-life problem-solving situations as possible, benefits students.
- Student understanding is best achieved in a transdisciplinary program that respects the integrity of skill-based learning.
- Second language acquisition is essential for a 21st century citizen
- Schools should be nurturing environments that promote and facilitate the development of socially responsible behavior and self-awareness.
- The school community functions optimally as an alliance between parents, community members, school administration, faculty, staff, and students.
- Parent involvement in the learning community establishes a partnership in education and is crucial to student success and the success of our school.
- Parent education classes (especially for classroom volunteers) further enhance the collaborative and cooperative aspects of our school community.
- Quality in-service teacher training lectures and workshops are essential to maintaining a

- vibrant, collaborative teaching community.
- It is our responsibility as educators to help children work toward creating a better and more peaceful world.
- Student assessment requires multiple measures to evaluate student understanding and adapts instruction using data gathered through these multiple measures.

Objective, statewide, and uniform academic standards and assessment strategies and IB-PYP program requirements are aligned to drive LCICS' instructional program. Each student will participate in an educational program consistent with the standards adopted by the California State Charter Council of Education in English/language arts, math, science, and social studies.

LCICS will continue to offer a mission-driven, classroom/inquiry-based environment in which the fundamentals of this learning can best occur; Staff will on a regular basis consult with the parents of enrolled students. Student-led conferences with the parents of students are held twice (2x) per school year. The LCICS web site ensures that parents can access their student's classroom requirements.

As a classroom-based program, LCICS is characterized first by the Learner Profile, Attitudes integrated with the use of conflict resolution practices: the Choice Wheel, Peer Mediation and Restorative Justice Programs. It establishes an expectation that student effort will emerge into mastery by requiring that the staff and students can provide feedback to each other, and that students can recognize their own growth. LCICS shall continue to foster an appreciation for cultural diversity and ensure that all students are respected for the valuable people they are.

The Parent Handbook (Exhibit 11) is available and posted on the LCICS's web site at: www.lcics.org/enroll.html, as well as distributed to every family upon enrollment.

Lake County International Charter School has the standard initial one (1) year term of accreditation through the Western Association of Schools and Colleges Commission (WASC) and anticipates a three and/or six (3/6) year term of extension having just completed and submitted its end of year "Self-Study Letter" (Exhibit 12) to WASC.

Students to be Served

It is the intent of the petitioners to continue to serve students in grades K-8 and with an anticipated enrollment of approximately 106-225 students in the 2009-2010 school year. The LCICS Charter Council has increased class size to 25 in the 5-8th grade to accommodate this increase in student population. Students are expected to be motivated and to adhere to the Academic, Behavior Codes established by the school.

It is the staff's goal to provide a path for all students to fulfill the California Benchmark Standards requirements utilizing the IB Framework. Some students arrive at the school below grade level in one or more core academic areas. For the past four (4) years, *Lake County International Charter School* has provided opportunities to bridge these gaps and is petitioning Middletown Unified School District to renew its charter for an additional five years so that all students, including those who are struggling, may continue to be served within a rigorous academic program (IB-PYP) by LCICS.

After discussion as *Lake County International Charter School* educators, the petitioners recognize that students benefit from instruction that: is based on an high standard of academic expectations; uses events and experiences in which the student searches out meaning; applies study strategies consistently practiced from core academic area to specialties; uses technology, as well as a hands-on approach to individualize instruction; provides structured time for individual and small group practice independent of the regular classroom teacher; and allows for the learner to reflect on what has been learned.

Students and their parents who choose *LCICS* are those who are seeking an alternative instructional program and who recognize that their student may benefit from the inquiry based IB-PYP academic instructional program. The petitioners embrace the opportunity to include students who are traditionally considered low achieving, high achieving, English learners, or have special education needs and to serve students from all demographic groups in the region. LCICS's interest is in working with students who choose to participate in the IB-PYP academic program.

Curriculum and Instructional Design

The curriculum and instructional design presented in this renewal petition is based on four (4) years of increasingly successful practice. The design aligned the school's mission, the California State Board of Education-adopted standards, and the International Baccalaureate Primary Years Program. Students are educated primarily in a classroom-based environment. The projected teacher to student ratio for all grade levels averages approximately 1:21 with highly qualified paraprofessional in the K-2nd, and 1:25 in grades 5th – 8th grade. A Resource Specialist works with both IEP students, as well as those designated as "at risk" students. The majority of instructional time includes large and small group direct instruction planned and conducted by certificated staff. All strategies presented in the plan for low achieving, high achieving, learners, and special education students are incorporated into the regular school day. On a regular basis staff draws from current research to select, design and implement promising practices, which are incorporated into the reflection portion of IB units of inquiry planning.

The school's instructional alignment stems from its structure of full day classes from 8:30 am-to- 3:20 pm for grades 2-8, and 8:30 am-to-2:20 pm for grade K-1st, except on Wednesday's, which is a early release day (minimum day) that ends for all students at 12:20 pm so that teachers can spend the afternoon in collaboration meetings. Our weekly schedule includes stimulating warm-up activities that review, motivate, or set the focus for the day, direct instruction in new topics and skills and review material not yet mastered; independent and small group practice, application, investigation, and exploration; assignments, and follow up work, Spanish instruction two (2X) times a week to all grade levels, and specialty instruction on two (2) alternate days a week when teachers exchange classes and instruct another multi-grade class.

The heart of this structure, within the IB-PYP framework includes units of inquiry, a central theme and guided questions. The teachers make use of Howard Gardner's study on multiple intelligences and often integrate content with language skills. For example, seventh graders study medieval history while reading such novels as *The Sign of the Chrysanthemum* set in medieval Japan and *The Door in the Wall* set in medieval Europe. Eighth grade U. S. History students may make a Power Point presentation of events occurring in the colonies during 1776. In an English class they may read *Animal Farm*, enriching their understanding of the concepts of historical fiction, allegory, and parody. Students reading *Lord of the Flies*, in which understanding the topography of the island is helpful, may be called upon to use what they learned the previous year in Science to create a map in Geometry and make a connection to political philosophy of WWII.

Teachers often share the results of student work; demonstrating students' ability to apply what they learn in history during work in another class while the math the teacher may have the students calculated the cost of supplies for pioneering the west. During approximately 5-10% of instructional time, most teachers use current video materials, other technology and/or visual and performing arts to make instruction dynamic and appealing to the senses. Approximately 20% of instructional time is allocated for Specialty time that enables the teacher to enhance instruction through such areas as: Art, Technology, Environmental Education, PE, etc.

After school tutoring may be available for all students in all grades on a parental pay-as-you-go' basis after school from 3:20 pm - 4:20 pm. Students in grades 7-8 blend their core academic time with

Community Service, 2nd-5th have guided study with additional skill development time, and 6th grade has their Graduation / IB Exhibition Project. Students may be provided time in guided study to complete assignments made by their teacher that may have not been completed in class. The time also ensures that students who need extra help have access to it and that students who need extra time to work can be supervised. It provides students with the opportunity to redo material and demonstrate a higher level of mastery, to work collaboratively with classmates, and to reinforce their own learning by helping others.

LCICS affirms the importance of educating all students to be optimally prepared for adulthood in the twenty-first (21st) century. Living in the age of computers and the Internet provides students the opportunity to acquire knowledge unlike any other time in history. Computer software used in instruction includes programs for real-world applications that support acquisition of standards such as word processing to write papers, letters, and stories; textbook links to extend learning in math, social studies, and science; presentation programs such as PowerPoint; and web design and management to share links to academic resources, among others.

LCICS continuously updates its educational resources to provide all students with current materials, educational technology, and learning experiences to support the achievement of academic standards and development of learning skills. Preference is given to materials that are linked to state standards including textbooks and supplemental materials and books from the California Recommended Literature list. All the course curricula, materials, equipment, and technology used are subject to approval by the site administrator. State-adopted content standards are comprehensively covered in the curriculum for each student using the IB framework and units of inquiry. NWEA is an example of the type of software being currently evaluated for implementation during the 2009-2010 school year.

LCICS' staff uses the IB-PYP framework, the curriculum with coordination across core classes and, the California Standards for articulation across grade levels. The framework is used by the staff to identify areas for academic integration, common vocabulary, common concepts, and global guiding questions for each grade, and to create cross-disciplinary assessments and maximize the coordination of resources and materials for core instruction.

All students in all grades, K-8, are provided with core courses: English-language arts, math, social studies, and science. Specialties may include, but are not limited to: music, visual and performing arts and second language acquisition. Community Service and the IB Exhibition Project are geared toward supporting LCICS' mission to prepare students for independent living in the 21st century. Using the IB framework curriculum is integrated with each other enabling English and math to support the acquisition of social studies and science standards. Direct instruction is provided in learning strategies, social skills, and character traits.

The curriculum and instructional design is integrated with the IB Learner profile and Attitudes enables all students of LCICS to work toward mastering:

The end result is children who are:

- Inquirers
- Thinkers
- Communicators
- Knowledgeable
- Risk Takers
- Principled
- Caring

- Open Minded
- Balanced
- Reflective

Through developing their IB Attitudes of:

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Respect
- Tolerance

LCICS believes that the development of the IB Learner Profile within each student can further enable them to:

- Practice and master the school's academic content standards in their daily assignments;
- Recognize and use their strongest skills and abilities to build confidence, self-motivation, competence, and the desire to be lifelong learners;
- Increase their rate of achievement from that previously experienced by building on academic success and direct instruction in how learning occurs.

LCICS' students continue to meet the requirements for the Federal Adequate Yearly Progress (AYP) meeting all criteria, as well as the California Academic Performance Index (API). For the 2008-2009 API STAR Test Score results, LCICS received a school score of 739, an increase of 19 points from the 2007-2008 school year.

The IB Planners (see Exhibit 13) are used to: identify key topics and activities for each grade. These Planners guide the individual and collective curriculum planning of the staff. They are drafted at the beginning of the each school year and revised as instruction occurs. While helpful for self-contained instruction (e.g., grade K-8), these Planners are essential to guiding the collaborative work of all teachers.

Plan for Students Who Are Low Achieving Academically

The petitioners consider students to be low achieving academically when they are not meeting pupil outcomes. This includes any combination of: most recent STAR test scores at "below basic" or "far below basic" in English-language arts or math, retention in one or more prior grades in core content areas. The petitioners have a five-point plan for academically low achieving students with the goal of helping students catch up and achieve academic proficiency.

- **First**, to identify low achievers who are not meeting pupil outcomes and provide for early intervention, all students are assessed during the first weeks of school each year using a

review of cumulative records including standardized test scores (e.g., STAR), grades, health record, attendance history, IEPs or Section 504 plans, records of previous assessment and services, and anecdotal information. As needed, additional assessments may be administered. When information is unavailable or insufficient, the staff will administer a short assessment test specific to each student's grade level to gain an initial gauge of their academic level.

- **Second**, the initial assessment is used to target and support areas in which the student needs intervention to achieve proficiency. The petitioners believe that both the confidence and the motivation to learn begin by meeting the student at the current level of academic proficiency and then supporting academic challenges with effective learning strategies to engage her or his full potential. Initial and ongoing interventions for low achieving students may include:
 - Small group instruction by the teacher and support staff tutoring;
 - Homework accommodations developed and discussed with the child parent or guardians,,
 - Individual mentor tutoring by student partners in class;
 - Use of computer-assisted instruction for specific standards;
 - Scheduled parental pay-as-you-go after-school tutoring from 3:30-4:20 pm;
 - Home-based parental support for on-going practice with parent monitoring.
- **Third**, intervention will include helping the student and parent monitor achievement through the use of ZOOM data management software. The staff will provide training for parents to use this information to set and monitor academic priorities designed to positively impact student achievement. The staff can also provide all students and families with access to web-based computers. Parents will receive materials to support their student's studies at-home in keeping with the established priorities.
- **Fourth**, to directly support low achieving students, LCICS believes that teachers, parents, and student must support early intervention with regular communication which may include a Student Study Team meeting. Based on initial and ongoing assessment, all students may be identified for monitoring as follows:
 1. Student is succeeding without staff intervention; check progress mid-term
 2. Student is succeeding with some interventions; check progress three times/semester
 3. Student is succeeding with significant interventions; check progress weekly; discuss at staff meeting

Classroom monitoring will be the responsibility of the student's teacher with the assistance of the Resource Specialist working with the student-family and staff. The teacher in collaboration with the Resource Specialist will have the responsibility for determining when additional intervention or increased monitoring is needed to ensure that low achieving students are receiving concerted support.

- **Fifth**, staff will routinely reassess low achieving students (Target Students re: Strategic Schooling per Dennis Parker) to identify progress and to involve parents in the process of supporting their children.

Plan for Students Who Are High Achieving Academically

The petitioners consider students to be high achieving academically when they have any combination of: most recent STAR test scores at "advanced" in English-language arts or math, being promoted through one or more grades, previously identified for gifted and highly gifted educational

programs, or have a recent history of being “consistently above standards,” in all core courses. The petitioners have a five-point plan for academically high achieving students.

- **First**, to identify high achievers - all students are assessed during the first few weeks of school each year using a review of previous cumulative records including standardized test scores (e.g., STAR), academic grades, health record, attendance history, IEPs or Section 504 plans, records of previous assessment and services, and anecdotal information. When information is unavailable or insufficient, the staff will administer a short assessment test at the student’s current grade level to gauge the students’ academic level.
- **Second**, the initial assessment will be used to target areas in which the student may benefit from enrichment through challenges.
- **Third**, instruction for high achieving students will be adapted for their individual needs and allow for them to be more highly challenged in their studies. High achieving students will be:
 - Guided to more challenging questions and projects within the units of inquiry; and
 - Encouraged to serve as a role model / mentor to help other students and will be encouraged to serve as tutors and mentors to younger students.
- **Fourth**, to ensure the continued success of high achieving students, LCICS believes that the teacher, parents, and student must maintain regular communication. Based on initial and ongoing assessment, both academic and social/emotional students may be identified for monitoring as follows:
 - Student is succeeding without staff intervention; check progress mid-term.
 - Student is succeeding with some interventions; check progress three times/semester.
 - Student is succeeding with significant interventions; check progress weekly; discuss at staff meeting – “Targeted Student.”

Classroom monitoring will be the direct responsibility of the teacher working with the student and family. The teacher will have the responsibility for determining when additional intervention or increased monitoring is needed to ensure that high achieving students remain high achieving.

- **Fifth**, staff will routinely reassess high achieving students to determine progress and involve parents in the process of supporting their children. The staff will use technology and community resources to support the academic interests of high achieving students.

Plan for Students Who Are English Learners

LCICS believes that all English Learners (EL) students who are not proficient in the English language need every opportunity to be able to become proficient in the areas of listening, speaking, reading, and writing within a reasonable period of time and to achieve language proficiency as rapidly and as effectively as possible. For the last four school years LCICS has not had any enrolled EL students. Yet in anticipation of student enrollment requiring EL services the petitioners have a five-point plan for English learners.

- **First**, LCICS staff will use the Home Language Survey, the California Standards Test (CST) score on English-Language Arts, California English Language Development Test (CELDT), teacher evaluation of student academic performance, and parent opinion to identify, assess and track the progress of EL students toward full proficiency in English and/or other required assessments according to the legal guidelines to identify areas of weakness so staff

can choose effective educational strategies. All English Learners will be entered into the information system, and the administrative staff follows up with all teachers to ensure that EL students are identified and receive English instruction daily. LCICS will test EL students annually until they are reclassified.

- **Second**, the LCICS staff shall provide EL students with daily English language development instruction by proficiency level to attain grade-level proficiency as rapidly as possible through:
 - Full immersion in large group direct academic instruction;
 - Small group and partner tutoring that focuses on language gaps in the content area;
 - Instruction in the English classroom where strategies such as those taught in SDAIE training are used, such as running dictation, reciprocal teaching, graphic organizers, and jigsaw teaching;

EL students who need additional support receive supplemental small-group and individual tutoring. It is the petitioners' intent to ensure that each English learner achieves full proficiency in English and academic achievement at grade level. The increased instructional minutes, especially help provide further opportunities for limited English speakers to use knowledge of their first language to acquire English language proficiency.

- **Third**, teachers who work with EL students will be trained, and where necessary recruited, to support EL students. Staff will participate in quality professional development activities to remain current on strategies that work for English Learners. The focus of professional development will be to increase the use of curriculum, assessment, and instructional strategies that enhance EL students' achievement. The charter school has fully qualified, appropriately credentialed staff members, who are prepared to provide quality service to EL students. Two of the schools core teachers are fluent in Spanish.
- **Fourth**, the staff will use the LCICS reclassification process using multiple measures such as standardized testing (i.e., STAR) and classroom performance to identify students whose language achievement warrants review and reclassification. Title III requires a combination of four measures: performance on California Standards Test; then, if eligible, proficiency measured by CELDT; teacher evaluation; and parent opinion, and all of these measures will be used.
- **Fifth**, parents will be encouraged to participate in language arts activities in ways that support the student's language acquisition. This will include, but not be limited to, helping their child achieve through the various computer software programs. Non-English speaking parents will be supported with information about how to monitor their child's work and, as available, given information about community resources to develop their own English language proficiency.

Plan for Special Education

LCICS, as a member of the MUSD SELPA, shall continue to serve the needs of exceptional pupils by complying with all provisions of applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education (FAPE) be provided to, individuals with exceptional needs in keeping with the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the Lake County SELPA plan. The petitioners recognize that MUSD is responsible for ensuring IDEA compliance. The petitioners will work under the guidance and direction of MUSD, as well as having developed a six-point plan for special education students.

- **First**, the petitioners intend that LCICS, for the school year 2009-2010, not be an LEA for the purposes of special education until such time as the LCICS Charter Council of Directors deems otherwise. It is the foundation of this plan that LCICS and the charter-authorizing agency continue to jointly fulfill the requirements of Education Code §47640 and §47641 and all other applicable requirements through a mutually agreed upon written understanding based on current practice including LCICS' responsibility to refer, assess, instruct, ensure due process, contribute and pay for actual and excess costs including encroachment as delineated in the MOU with MUSD.
- **Second**, the petitioners intend to insure compliance under the direction and guidance of MUSD with all phases of special education including: referral, assessment and identification, and services to insure that federal IDEA mandates are followed. LCICS will provide a program that is designed to meet the student's unique educational needs, provides reasonable educational benefit, is in conformity with the student's IEP, and is the least restrictive environment. Strategies for academically low achieving students such as tutoring and extended day/year instruction described above will be included in this program of services.
- **Third**, LCICS staff will work with the charter-authorizing agency staff to ensure the coordination of all phases of the IEP process (i.e., meeting notices, IEP development; implementation, and monitoring) for all students referred and/or identified for special education; and work with agency staff to monitor IEPs for compliance as required to meet state mandates.
- **Fourth**, LCICS' staff will work The Director of Student Services for MUSD, and with all families to identify the needs of exceptional students attending and/or seeking to enroll at LCICS. Using parent disclosure and review of the cumulative file by the MUSD Director of Student Services and the LCICS staff, information about incoming previously identified students with IEPs will be forwarded to the agency's special education staff so proper placement can be determined and that an educational plan may be implemented. LCICS will utilize present levels of performance and IEP team goals as tools to support the achievement of special education students. Students transitioning from outside the local SELPA will have an IEP meeting within thirty (30) calendar days of enrollment to review the appropriateness of the placement, program and services. The strategies that LCICS under the guidance and direction of MUSD will utilize to serve a special education student shall include but not be limited to the following: implementation of accommodations established by the Student Study Team, skill-specific tutoring (provided by a resource specialist or through the general education providers as specified in the IEP), parent consultation and provision of resources for home use, increased use of on-line and other technological resources, and increased use of manipulative materials.
- **Fifth**, the petitioners recognize the duty of MUSD and LCICS to identify, locate, and assess students who may require special education and designated instruction and services. In keeping with IDEA's "child find" provision, students whose needs emerge after enrollment at LCICS will be referred to a Student Study Team (SST) for monitoring, accommodation, and follow-up. It is the goal of the SST to use general education modifications and accommodations. All parent requests for special education testing or placement will be forwarded to the special education staff as well as the information recorded by the SST regarding regular education efforts to address the student's needs. Transition plans for students who are leaving LCICS will be overseen by MUSD special education staff and, in the case of in-district students, will also be monitored by MUSD.

IV. Measurable Student Outcomes and Other Uses of Data

Measurable Student Outcomes

LCICS established goals for attendance at 92% or higher. It is the aim of the Lake County International Charter School staff to prepare 100% of students, regardless of entry-level skills.

For all grades K-8 students whose academic achievement does not result in achieving a score at the “3 - meeting standards” or proficient (according to STAR test) levels, progress reports will be reviewed and interventions will be developed and implemented to pursue student increase in proficiency.

It is the petitioner’s intent to augment standardized testing with teacher-developed assessments and student self-assessment to ensure accurate measurement of achievement. Language, math, science, and history-social studies are also measured on the CST and in overall classroom achievement. LCICS’ Program of Inquiry and IB Planners (Exhibit 13, 14) identify many of the major assessments and instructional topics for core courses as well as any other classes offered at each grade. The assessments were determined by allocating California Content standards on a semester basis to be introduced, practiced, and mastered. Planners are revised from prior year and reviewed as each semester ends. ZOOM-Data Management software is slated to be used to codify student progress on the key standards. Teachers use multiple measures to assess achievement (e.g., providing an oral interview in addition to or as an alternative to a written exam) as well as, projects. The combination of reliable assessments increases the validity of the results.

Data are driven by grade level and course goals. For each academic area there is an identification of: general outcomes that are aligned to the school’s mission, curriculum, and assessments; grade level goals; general assessment strategies; and related proficiency assessments (see Curriculum Overview Exhibit 15). These outcomes and goals are subject to modification based on staff and parent review of student achievement data.

General Exit Outcomes:

Students will demonstrate the ability to read, write, listen, and speak fluently in English. They will also demonstrate the ability to use written, verbal and body language as a tool to create, express, and evaluate personal points of views. The goal is for each student to be a fluent reader and skilled writer as well as a confident performer.

General Assessment Strategies

LCICS recognizes that English language arts is a set of interdependent and developmental skills in which proficiency is assessed on a continuous basis with an expectation of no less than year-to-year growth in the command of the written and oral conventions of language. Teachers, students, and parents shall measure progress and the quality with which each of the outcome activities described above is attained with: achievement scores on teacher tests; a rubric for activities such as writing, speeches and other oral presentations, debates, exhibitions, formal presentation; informal observation; a work portfolio; STAR and–other standardized measures as may be appropriate. Language skills will also be assessed in activities in which the arts are used to communicate such as the body language of dance, oral skills in speeches and skits, and recitations of poetry and monologues.

Related Grade Level English Language Arts Proficiency Assessments Include:

- 1) grade-level vocabulary, reading, and writing skills as measured on STAR with a goal that every student attain the level of proficient or advanced or will increase at least 15 scaled score points from the previous year;
- 2) grade level reading comprehension and literary analysis by earning 70% or higher on teacher or publisher made assessments;
- 3) grade level word analysis and vocabulary development by earning 70% or higher on teacher or publisher made assessments;
- 4) grade-level writing strategies, conventions, and applications by earning 70% or higher on teacher or publisher made assessments and teacher assigned essays
- 5) grade-level speaking and presentation skills by earning 70% or higher on teacher assigned projects and presentations

Mathematics**General Exit Outcomes:**

Students will demonstrate mastery of basic mathematics through algebra essentials, and logic as applied in real-world actions.

General Assessment Strategies:

Mathematics is a set of interdependent and developmental skills to be assessed on a continuous basis with an expectation of no less than year-to-year growth. Teachers, students, and parents will measure progress and the quality with which each of the outcome activities described above is attained with: achievement scores on teacher tests; a rubric for activities such as exhibitions, formal presentation, and use of manipulations; informal observation; a work portfolio; and STAR and other standardized measures as may be appropriate. Math skills will be assessed in activities in which the arts are used for projects such as estimating materials needed for costumes, measuring to construct sets, reading music, and accounting receipts for performances.

Related Grade Level Mathematic Proficiency Assessments Include:

- 1) Grade-level achievement as measured on STAR with a goal that every student will attain the level of “basic” or “proficient” or increase no less than one quarter ($\frac{1}{4}$) of a level from the previous year;
- 2) Earning 70% or higher on routinely administered publisher and teacher-made tests;
- 3) Increasing percentage of points earned on assignments administered to assess grade standards to be tracked with ZOOM-Data Management software.

History/Social Science

General Exit Outcomes:

Students will demonstrate a broad knowledge of world and national history, philosophy, government, geography, culture, and economics. They will demonstrate an understanding of human dynamics and relationships. They will demonstrate their understanding of the intellectual skills including chronological and spatial thinking; research, evidence, and point of view; and historical interpretation. They will be able to understand themselves and the need to prepare for the future in the context of their heritage and use an array of artistic media to convey information and critique cultural aspects of that heritage.

General Assessment Strategies:

Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a rubric for activities such as class discussion, competition, debate, exhibitions, formal presentation; informal observation; a log of activity participation; a notebook; STAR and other standardized measures as may be appropriate. Social studies skills will be assessed in activities in which the arts are used for projects such as creating scale models of maps, sending requests for information from places of historical interest, and presenting original letters to people from the past.

Related Grade Specific Social Studies Proficiency Assessments Include:

- 1) Grade-level achievement as measured on STAR with a goal that every student will attain the level of basic or proficient
- 2) Earning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment;
- 3) Increasing percentage of points earned on assignments administered to assess grade standards to be tracked on Zoom-Data Management software.

Science

General Exit Outcomes:

Students will demonstrate mastery of the principles of science in the three core branches; scientific investigation, experimentation, and logic as applied in real-world actions.

General Assessment Strategies:

Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a rubric for activities such as exhibitions, formal presentation, informal observation, and laboratory experiments; a work portfolio; and STAR and other standardized measures as may be appropriate.

Related Grade Specific Science Proficiency Assessments Include:

- 1) Grade-level achievement as measured on STAR with a goal that every student will attain the level of basic or proficient
- 2) Learning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment;

- 3) Increasing percentage of points earned on assignments administered to assess grade standards to be tracked on ZOOM-Data Management software.

Program Level: All Grades

Academic Performance Index

As the cornerstone of California's Public Schools Accountability Act of 1999, the Academic Performance Index (API) measures the academic performance of *Lake County International Charter School* students on a variety of academic measures. The fall of each progressive year the API growth rate will be updated by the State Department of Education and used to provide one measure of school progress. It is the petitioner's intent that students in the 2nd – 8th grades will participate in state testing; the school will meet API growth targets as set annually. It is the goal of LCICS to achieve the annual Academic Performance Index growth goal, school-wide and within reportable subgroups, and to exceed the state goal of 800 by building on the current score of 739. The petitioners plan to maintain an initial enrollment assessment, provide rigorous classroom-based academic curriculum, ensure on-going communication with parents/guardians, and routinely integrate assessment with multiple intelligences across disciplines. Using this plan, students can make continual academic progress demonstrated by the state's standardized test.

Methods of Assessment to Measure Pupil Progress

LCICS assessment is authentic, draws from multiple intelligences, provides students and staff with the feedback needed to support mastery of standards, meets mandates, and drives improvement for students and the educational program as is evidenced by an increase of 24 points on API since 2005 - 2006.

Beginning with the 2008-09 year, the LCICS staff made a significant change in assessment data management with the award to the Dell Grant for ZOOM-DataQuest Data Management Software Program. The decision was made to accept the ZOOM-DataQuest program as an upgraded version of its current student information system, Extended Client (EXCEL). This was done as part of the plan to collect, analyze, use, and report student and school performance data in ways that were more useful to teachers, administration and parents. Currently, ZOOM-Data Management program which can provide ways to examine standardized test data that administrators valued, other uses for classroom teachers required more training and ongoing use than the staff felt it warranted. Zaner-Bloser Publishers of the Voices language arts program LCICS has currently adopted is not linked with ZOOM, so that assessment information can be shared and not have to be manually researched and input.

LCICS intends to enable all core teachers to link every assignment they assess to a category; by staff agreement, the categories are keyed to state standards. Consequently, the relationship between each class assignment and the state standard is evident to the teacher, the administrator, the student, and the parent. ZOOM will make it easy to create student groups for any standard based on this assessment data so students who are struggling can be easily identified for support and students who are excelling can be identified for additional challenge. Teachers can easily run reports to identify achievement levels in core courses and track progress at each grade; administrators can readily monitor these achievement levels by student, class, and teacher.

Teachers receive information for each of their students at the beginning of the school year and generate updates to review quarterly as the year progresses. The "Proficiency" benchmark is defined as a grade of "3" or higher or a CST score of 350 or higher. Reports are used in conversations with administrative staff and parents regarding individual students and shall be reviewed by the administrator a minimum of three times per year, as well as when teachers meet for performance

appraisals. At that time, when the teacher and school administrator talk (Target Students) about high and low performing students, these reports will be used to strategize about instructional methods for the students. The benchmark target for each quarter for each core subject area is a grade of “3” or higher.

The three key assessment methods include *standardized tests*, *teacher assessment of student work*, and *student self-assessment*. Student benchmarks are defined in terms of CST proficiency and course success and they define the minimal required performance level for each standard. The following charts outline the general assessment program that guides LCICS staff in core and non-core subjects. See the subsequent narrative for details about type of assessment.

For the **first method**, LCICS staff will administer all mandated state assessments. Individual student gains and losses will be assessed through the current state mandated assessment tools (i.e., STAR/CST) according to requirements for standardized test administrator. Results will be analyzed for both individuals and groups. This method of assessment will be used to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools across the state. In addition to using the state-established measures, the staff will monitor changes in academic achievement before and during enrollment at LCICS to evaluate the program’s effectiveness for each student in English and math.

For the **second method**, teachers will use a variety of the following: frequent ongoing review of classroom work in all subject areas, portfolios, observation, criterion-referenced tests, student projects and performances, and student work displays. Teacher assessment, including rubrics, grades, and anecdotal comments, will be used to provide direction for instructional revision and student achievement. Projects, portfolios, and presentations will often be assessed with rubrics that enable students to initiate self-assessment strategies.

For the **third method**, all students will use assessment methods to gain feedback in their quest to achieve academically. Students evaluate their own class work, their projects, and their performances. They will evaluate their role in groups and measure their success as leaders and team members. They will use staff and personal assessment as well as ZOOM reports and comments to create improvement plans. Methods of assessment will include rubrics, surveys, and reflective writings. The benchmark for self-assessment is scoring that approximates that of the teacher and accounts for discrepancies.

The multi-pronged approach using multiple measures with different intelligences will be supported by integrated assessment with a focus on authentic assessment activities. In the upper grades (5th-8th) students can expect to demonstrate their achievement of science standards by writing up their research in keeping with the English-language arts standards for technical writing; to use mathematical calculations to construct models in science; and to make an oral presentation using charts and graphs created and presented with PowerPoint, among numerous opportunities for self-assessments. This ensures that the combination of assessments results in measurements that are appropriate for the standards and skills students seek to achieve. All assessments align to the mission to prepare for independent living both in content and design in the 21st century.

CST scores are the most important measure of achievement for Lake County International Charter School students and staff. Each of the California content standards are taught and assessed by the classroom teacher; the ZOOM standards tracker (attached to charter in the Appendix) will provide the instructional staff and the charter-authorizing agency with a process to readily identify the degree to which each student is or is not making progress on the major standards in each core class over the course of a year. Because instruction is directly linked to the CST measured standards, there should be a high degree of correlation among the various assessments. LCICS will participate

in the State's main accountability system and does not intend to participate in the Alternative Schools Accountability Model (ASAM).

The staff defines satisfactory achievement to be any increase in CST individual mean scores over the previous year. For all students earning below proficient scores, the goal is an increase of fifteen (15) points on the CST mean score for core subject tests. For 7th & 8th grade students, achievement is additionally monitored in terms of the number of courses satisfactorily passed.

Content standards for English-Language Arts and math align directly to those measured on the CST (grades 7-8) for the purpose of calculating the Adequate Yearly Progress for NCLB. LCICS uses teacher assessment to identify the instructional needs of students who have not attained proficiency in either subject and to identify intervention strategies. Students are then supported with one-on-one instruction, increased home-school communication, and supplemental instruction to bring up them up to proficiency. The charter school uses the on-going cycle of assessment to regularly check students' proficiency levels, adjust instruction to their individual needs, and maintain regular communication with parents. Through this process, the staff supports achievement of the NCLB Annual Measurable Objectives with instruction, resources, and training and ensures the alignment of the mission, exit outcomes, and the curriculum and instructional design to provide data used to drive all elements of program improvement.

Use and Reporting of Data

As a result of these three methods of assessment and the use of integrated authentic assessment, the staff will be able to consider each student's individual abilities, interests, and talents to:

- Achieve academic proficiency on standardized tests;
- Complete the requirements for their grade; and
- Meet the requirements for grade level graduation.

This will provide the teacher, student, and parent/guardian with information needed to increase individual student achievement. Results of criterion-referenced measures will be examined to identify individual student progress, curriculum weaknesses, and the need for instruction in test-taking strategies to ensure that each student completes assessments that accurately reflect their proficiency. The staff will use the resulting data to identify promising practices and discontinue those that prove ineffective.

LCICS will review objective assessment data for each student upon admission so that staff can monitor individual student progress, identify patterns among groups, and make program improvements based on data. Information about each student's daily classroom assessments will be maintained on ZOOM, which can provide web-based access 24/7. Staff will track the state mandated test scores for each student for students individually at each test administration and longitudinally over time. Cumulative data will be posted yearly on the School Accountability Report Card (SARC) which will be reported on the school's website.

STAR testing shall be reported as the number of students taking the STAR exams and the percentage of students who score proficient/advanced. The average scaled score gain per grade level shall be reported as well.

Data will also be used to support the development of a Self-Study Report and action plan with goals for improvement in keeping with the Western Association of Schools and Colleges (WASC) *Focus on Learning* criteria for charter schools (or other comparable accreditation process), as well as International Baccalaureate authorization (IB-PYP).

This data-driven self-study will focus on:

- How the school is organized to support student learning;
- The school’s curriculum and instruction processes;
- The support provided for students’ personal and academic growth; and
- How resources are managed and developed.

The school will adhere to a follow-up process in which data in all areas identified for self-improvement are monitored by key staff. The Director will use this follow-up process to provide periodic reports on the data to the Charter Council. Results will also be presented in a report prepared for the LCICS Charter Council and the charter-authorizing agency.

V. The Governance Structure of the School

Governance Structure and Parent/Community Participation

Lake County International Charter School is governed by a Charter Council. LCICS is a California nonprofit public benefit corporation established with the approval of the California Secretary of State in 2003. (Exhibit 16 for the By-laws of Lake County International Charter School (“LCICS”) and Exhibit 17 for Articles of Incorporation) In keeping with past practice in the successful administration of LCICS and subject to the authority of the LCICS Charter Council, the Director will manage all aspects of the charter school’s routine operations, act as liaison with the sponsoring agency, manage the school pursuant to policies developed, promulgated, implemented, and adopted by the Charter Council), and as subsequently amended. The LCICS Charter Council, in keeping with its recognized responsibilities, will approve all major educational and operational policies, approve major contracts, approve the school's annual budget, and oversee the school's fiscal affairs.

The corporation has a Charter Council comprised of seven committed parents and local community members. Members are not compensated for meetings and/or reimbursed for expenses incurred in fulfilling their duties. Any change to the authorized number or qualifications of directors will be submitted as material revisions to the charter. Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the members, if any, of the corporation, the activities and affairs of the corporation will be conducted and all corporate powers will be exercised by or under the direction of the Charter Council.

Serving on the Charter Council of Directors is an opportunity open to all parents and community members. As the corporation has grown since its inception, the number of LCICS parents involved in governance through Charter Council, Parent Teacher Council (PTC), and ad hoc committees has grown. The six current Charter Council members began their involvement in governance as parents between one-to-three years ago and most have completed one or more years of Charter Council service; all have indicated their intention to complete their current term. Charter Council members are well respected in the community. Their expertise includes: facilities (Hajje), fiscal management (Rippingale, Curtis), community and human relations (Moberg, Hajje, Mendoza, and Curtis), research and development (Rippingale, Moberg), among many other topics. Their vision is united to govern the charter school focused on the mission to be safe, challenging, and well managed. Contact information and job titles for current Charter Council members are included in Exhibit 18. The Charter Council annually sets priorities for the need for training in areas such as, but not limited to education law and finance, Charter Council management, curriculum and instruction, the Brown Act, and planning.

Each member of the Charter Council shall hold office for a two-year terms. The only qualification for Charter Council membership is a willingness to fulfill the duties of the directors to govern the corporation and all of its schools and services. These duties include:

- A. Philosophically aligned with the Charter
- B. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
- C. Elect, employ, evaluate and discharge all officers according to the prescribed duties provided in these Bylaws to assure that their duties are performed properly; ensure that the officers employ, supervise, evaluate, discharge and prescribe the duties of all agents and employees of the corporation to assure that their duties are performed properly;
- D. Fix the compensation of all officers, agents, and employees of the corporation;
- E. Meet at such times and places as required by these Bylaws;
- F. Register their addresses with the Secretary of the corporation.

Delegation/Scope of Authority and Responsibility

The Charter Council is authorized to execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of employee hiring, firing, or discipline; budget approval or revision including committing resources outside of budgetary provisions; approval of the fiscal and performance audits; and the adoption of Charter Council policies. The Charter Council retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- A. Be in writing,
- B. Specify the entity designated;
- C. Describe in specific terms the authority of the Charter Council of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of delegation; and
- D. Require an affirmative vote of a majority of Charter Council members.

A quorum of the Charter Council necessary for the transaction of business will be a majority of the voting Charter Council members. All business of the Charter Council will be by the majority of the voting members attending a Charter Council meeting as long as the Charter Council has met quorum requirements. All business conducted on behalf of *Lake County International Charter School* will comply with the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the Government Code), will take place according to the calendar adopted at the annual organizational meeting, and will be held at a location within the district, at the corporate office located at 15872 Armstrong Street, Middletown, CA 95461 unless noticed for another location. The petitioner's intend to adhere to the current calendar of meetings, generally bimonthly. The charter-authorizing agency will be provided with the adopted calendar and agendas for each meeting.

In addition to the overall governance structure for the corporation, the petitioners intend to provide a regular meeting time for parents. Meeting dates will be posted on the school's web page. The agenda may focus on:

- a. Governance activities
- b. Strategies for helping students succeed
- c. Choice Wheel, Peer mediation, Restorative Justice
- d. Using ZOOM-DataQuest effectively
- e. Materials and strategies used by the staff for IB instruction
- f. Upcoming volunteer opportunities

- g. Networking with other families and the staff
- h. Development opportunities and programs

Parents have been involved in the LCICS accreditation process to update a student and community profile and review the staff's self-study. Parents complete an annual satisfaction survey designed to elicit information about what the parent perceives as serving their student and what suggestions they have regarding the school's governance and improvement.

Governance and Administrative Roles

As indicated above, LCICS' Director will perform any and all duties needed to exercise authority related to corporate governance as provided in the Bylaws. LCICS' policies and procedures will support parental involvement at all levels including adherence to the Parent Participation Policy (Exhibit 19). Policies and procedures shall also support staff participation in the school's operations with a focus on curriculum and instruction. The officers shall serve as liaisons between the Charter Council, the parents, and the administrative staff. The organizational chart in Exhibit 08 shows the linking relationship of LCICS, parents, and staff.

Parents, along with the Director and students and in keeping with federal law and the Brown Act, shall serve on the Charter Council and may participate in decision-making through the Parent Teacher Council (PTC) and through service on ad hoc committees to fulfill needs determined by the Parent Teacher Council (PTC). Information regarding pending governance matters will be communicated to parents and posted for public comment. Each parent has the right to approve instructional materials and opportunities provided to his/her student. Although parents are not required to provide service to the school, the staff will make available diverse types of opportunities to support the office and instructional program and activities for students.

The Charter Council meets a minimum of two times a month (2X) during the school year (July - June) with each meeting focused on the cycle of improving student achievement. The Charter Council adheres to the Title I requirements related to:

- Conducting a comprehensive needs assessment of the school;
- Identifying appropriate school-wide reform strategies;
- Ensuring instruction by highly qualified teachers;
- Ensuring high-quality and ongoing professional development;
- Exploring strategies to attract highly qualified teachers when warranted;
- Planning strategies to increase parental involvement;
- Supporting measures to include teachers in decisions regarding the use of academic assessments;
- Determining ways to offer effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards;
- Ensuring the coordination and integration of federal, state, and local services and programs.

The Charter Council, facilitated by an elected president, with representatives chosen by the parents, staff, and student body, oversee the development and monitor the implementation of the school-wide program plan.

Parent Teacher Council (PTC) meetings are scheduled four (4) times a year on topics requested by parents (e.g., using ZOOM-DataQuest to enhance student achievement monitoring; developing math proficiency with home-based resources; computer literacy; strategies to enrich literacy, IB, positive discipline, etc.). Meetings may be held simultaneously in English and Spanish as necessary with childcare provided for a nominal donation fee. In addition to supporting governance and academic achievement, Parent Teacher Council (PTC) support organized volunteer activities (FIGs) that

benefit students. Parent Teacher Council (PTC) is a less formal structure for parents to contribute ideas and energy to the school's cycle of improvement.

The Director is responsible for ongoing operations in a manner consistent with Corporate By-Laws and Charter Council Policy related to governance, business, education, personnel, student, family, and community services. Karl Reichman serves as full-time Director joined by full-time Administrative Assistant, Laura Stalker, and Coordinator of Fiscal Services, Barbara Thornton. The coordinator for technology, Aaron Transue, and the coordinator for business, Barbara Thornton, supports the corporate, administrative, and clerical staff. The site administrator is expected to attend LCICS Charter Council's meetings and Parent Teacher Council (PTC) meetings; the Director serves on the Charter Council as a non-voting member.

Seriousness of Purpose

LCICS will remain a viable enterprise with active and effective representation of interested parties, including, but not limited to parents and/or guardians. Within the construct of the governance structure and with the Charter Council, the Director, and parents assuming roles as described above, the educational program will continue to grow. Each party shall be involved in the common mission of preparing students to be life-long learners and 21st century citizens in a safe, challenging, well-managed charter school. They will use personal and electronic means to communicate, provide feedback, set goals and plan activities. They will maintain the LCICS tradition of mission-driven unity.

As outlined in Education Code section 47604(e), the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation, will not be liable for the debts or obligations of the charter school. LCICS will maintain a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the sponsoring district. Details of this policy are outlined in a Memorandum of Understanding (MOU) between LCICS and the sponsoring district, and a copy of this insurance policy is available for review by the sponsoring district. LCICS will act as the fiscal agent to the fullest extent of the law. In fulfilling obligations relating hereto, LCICS will comply with the provisions of charter school legislation, State Department of Education directives regarding charter schools, the charter petition, and the mutually agreed upon MOU between the chartering district and the charter school.

Lake County International Charter School is subject to and adheres to the Brown Act, Public Records Act, and Conflict of Interest Code requirements. In keeping with the corporate By-Laws (Exhibit 15) 3), all business of the school's Charter Council will be conducted in a manner consistent with the Brown Act. In addition, all of the charter school's records that relate in any way to the operation of LCICS are deemed to be subject to the requirements of the Public Records Act as well as Education Code Section 47604.3. LCICS will maintain a conflict of interest code, available to the charter-authorizing agency. In the event that charter school-specific conflict of interest regulations are adopted by the State Charter Council of Education, the charter school will abide by the charter school-specific regulations.

The LCICS Charter Council shall be responsible for adhering to its by-laws and policies and this charter. The LCICS Charter Council shall uphold the mission of the school, monitor the school's performance, and make suggestions for school improvement.

The Charter Council approves the annual budget and all budget reporting documents required by Education Code section 47604.33 and ensures that its officers fulfill their duties by ensuring a confidential performance appraisal be completed no less than annually.

Material changes to the Governance Section shall be submitted to the District (MUSD, LCOS) for consideration in accordance with Education Code Section 47607 prior to implementation of the change. A change in corporate bylaws must be consistent with the terms of this charter to be valid.

VI. Human Resources

Qualifications of School Employees

Every employee's work contributes to the vision and mission of the school. The LCICS President is responsible for ensuring that appropriate personnel arrangements for staff selection and assignment are made in compliance with all laws applicable to California charter schools and the LCICS Employee Handbook. All requirements and qualifications for employment set forth in applicable provisions of law will be met, including, but not limited to credentials and assignments.

In keeping with the LCICS qualifications for employment, qualified staff members:

- a) Respect, nurture, and inspire students.
- b) Hold an awareness of child-centered holistic approaches to education.
- c) Possess knowledge of learning theories and curriculum development, with an emphasis on Differentiated Instruction, Multiple Intelligences, and Integrated Curriculum.
- d) Remain sensitive to individual differences including gender differences and needs.
- e) Be able to modify the curriculum and materials for all kinds of students.
- f) Appreciate multiple perspectives, cultures, and the needs of ELL students.
- g) Be able to articulate discipline philosophy and pro-active approaches to discipline (Positive Discipline methods).
- h) Possess conflict resolution skills.
- i) Be able to facilitate a democratic classroom.
- j) Provide a positive role model for students.
- k) Preferably have two to three years teaching experience and/or previous IB training/teaching experience.
- l) Embrace environmentally sound practices and policies.
- m) Possess an ability to communicate with parents and ability to see parents as a resource.
- n) Encourage an active partnership between teachers, children, parents, and community.
- o) Understand their responsibility as educators to children, their families, and the community.
- p) Meet deadlines and be well organized
- q) Be able to reflect upon and modify teaching practices.
- r) Be open to input and feedback regarding professional growth and performance;
- s) Possess integrity in all his/her dealings with the school community; is respectful, thoughtful, decisive, and fair.
- t) Demonstrate flexibility, resourcefulness, and commitment to the success of the school and its students.

The staff recruitment process encourages selection of a diverse staff that includes employees from various backgrounds including varying degrees of experience, interests, and talents. The school will be nonsectarian in its employment practices.

To teach an employee must have a California multi-subject credential registered with the California Commission on Teacher Credentialing. All teachers must have evidence of expertise as needed to be legally assigned to the class or subject area(s) in compliance with California law and NCLB provisions and have fingerprint clearance for the criminal record review. Teachers of English language learners shall have either CLAD or BCLAD certification. Additional qualified certificated and non-certificated personnel will be hired to provide supplementary instruction, management, and support services in keeping with applicable state and federal law.

To teach a Specialty (visual and performing arts, music, modern language), the employee will need to have one or more appropriate current credentials registered with the California Commission on Teacher Credentialing, an/or be able to demonstrate a minimum of five (5) years of professional work within their field of expertise. They are required to have evidence of expertise in their area of responsibility and are trained to ensure continuity.

Paraprofessionals will meet NCLB requirements by having earned an associate's degree or higher, or having completed two years of college, or by demonstrating knowledge of reading, writing, math, and the ability to assist in instructing assigned subjects through an Lake County Office of Education (LCOE) developed and administered academic assessment created to meet NCLB requirements. The assessment is based on the Educational Testing Service (Praxis Series) Study Guide: *ParaPro Assessment* (c) 2003.

All staff of LCICS will have the necessary qualifications, skills, experience, certification, and credentials to fulfill their written job description as assessed by a committee established to fill an opening. These documents and job descriptions will be maintained on file at the school and shall be subject to periodic inspection upon request by the charter-authorizing agency. Sample job descriptions outlining required qualifications and specific duties for key positions are included in Exhibit 19.

Key administrative staff may include, but not limited to, the Director, coordinator fiscal services, coordinator of technology, and Administrative Assistant. While external certification is not required, they are required to have evidence of expertise in their area of responsibility and are trained to ensure continuity. Key instructional staff includes teachers and paraprofessionals. Additional staff includes campus aides for supervision and safety. Each staff person has the background experience and skills needed to ensure that students achieve the stated outcomes of the school in keeping with the job description that delineates general responsibilities, qualifications, and specific duties for each position. Expert consultants support staff with auditing, legal services, and insurance.

At LCICS paraprofessionals are required to be NCLB-compliant, to have the skills and attitude needed to support students in the classes assigned, and to be able to provide quality supervision for students in a manner consistent with that expected of all LCICS teachers.

Once employed, staff members are supported with quality professional development in a manner consistent with LCICS' commitment to involve staff in the management of many of LCICS' daily operations, and in researching the impact of LCICS on student achievement. This includes staff-selected training before, during, and after the school year in a manner consistent with California Standards for the Teaching Profession, and IB required trainings.

Middletown Unified School District (MUSD) is notified yearly, and/or if changes should occur of the school's personnel status. LCICS provides the name of each employee, their job title, assignment, and their adherence to such requirements as background check, tuberculosis expiration, criminal fingerprint clearance, credential and certificate status, including EL certification, and NCLB adherence. This may include but not limited to offerings pending to prospective employees when available in advance of hiring, and employees separating from the school. All substitute teachers hired by LCICS are on the approved LCOE substitute list.

Compensation and Benefits/ Retirement Coverage

Compensation for staff is determined by their placement on the salary schedule adopted annually by the LCICS Charter Council and revised as needed. Salary will be commensurate with compensation for similar professionals in the region as determined by the LCICS Charter Council. Certificated staff has multiple steps based on experience. Classified staff has increases commensurate with

increases in responsibilities. LCICS offers medical, dental and vision healthcare insurance for eligible employees as defined by applicable employment law. Employees participate in STRS (all certificated teachers and administrators) and possibly PERS (classified including clerical, campus supervisors, instructional) depending upon eligibility with the corresponding agency. The fiscal coordinator oversees all salary placement, benefits, and retirement arrangements in keeping with LCICS policy. All salary and benefits required to adhere to this charter are included in the 2009-2010 budget in Exhibit 5.

Employee Representation

Lake County International Charter School employees have no employment rights with the charter-authorizing agency (MUSD) and will, therefore, not earn vacation leave or service credit in MUSD. All employees at LCICS will be “At-Will” employees of Lake County International Charter School (“LCICS”) and not employees of the charter-authorizing agency or the State Charter Council of Education for the purposes of AB 631 and Education Code 47611.5. LCICS will be deemed the employer of the employees of LCICS for the purposes of the Education Employment Relations Act (EERA) Section 3540.1 of the Government Code. The petitioners recognize that LCICS is required to fulfill its responsibilities in the event employees are represented in keeping with EERA and note that school employees shall have the right to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations and that any employee may at any time present grievances to his or her employer, and have such grievances resolved.

Middletown Unified School District Employee Return Rights

Any employees leaving Middletown Unified School District to work at LCICS will enjoy the same employee benefits as all other employees of LCICS with similar job classifications. The right of return to the charter-authorizing agency will be the sole decision of MUSD.

Health and Safety

LCICS will comply with all of the requirements of Education Code section 44237 to ensure the safety of employees and students. This includes all applicable laws, including the Family Education Rights and Privacy Act, concerning immunization, health and safety, first aid, child abuse reporting, harassment, and related issues for both employees and students. Prior to working with students, all employees will furnish criminal record summaries in accordance with Education Code section 44237 paid for by LCICS and will provide evidence of current tuberculosis clearance. Students will participate in health care screenings for scoliosis, hearing, and vision; employees may participate in the screenings as well. See Exhibit 22 for health and safety-related policies and procedures.

The school will maintain a comprehensive guide to procedures and employees will participate in safety-related training provided by the Superintendent/Director or designee, or other appropriate service-provider at staff meetings held periodically during each year. The staff will also ensure that emergency evacuation drills are conducted in keeping with mandates and that staff has training to provide safe practices.

In keeping with the mission of LCICS, it is the petitioner’s intent to support the health and safety needs of students and staff as follows:

LCICS has made available to its faculty, staff, parents and Charter Council Members a number of web-based courses that are available from the California Charter School Association - Joint Powers Authority, at: <http://learning.syntrio.com/CCSAJPA/login.asp>. Faculty is mandated to take and

submit their completion certificates prior to the start of school for the number of trainings listed in the chart below.

	Code	Title	Category
1	scomp082	AB 1825: Sexual Harassment Training for Managers	Human Resources Training
1	ssfty021	Blood borne Pathogens Environmental	Health and Safety
	scomp040	Americans With Disabilities Act	Employment Law
1	ssfty068	Defensive Driving Environmental	Health and Safety
	ssfty033	Fire Extinguisher Safety	Environmental Health and Safety
2	scomp062_CCSAJPA	New Employee Training for Charter Schools_CCSAJPA	Industry-Specific
2	sprod005	It's About Time	Personal Development

Reference: 1 = Mandated, 2 = Suggested

Blood-borne Pathogens

The Director, or designee, shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The designated staff shall maintain a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Criminal Record Compliance

Each employee will furnish the school with a criminal record summary. LCICS shall comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any one-on-one contact with pupils of LCICS. The LCICS secretary shall monitor compliance with this policy and will maintain written records of each person’s background check. It is the petitioners’ intent that the current LCICS practice of paying for the fingerprinting will be continued.

Drug Free/Smoke Free Environment

LCICS shall maintain a drug, alcohol and smoke-free environment. LCICS will also review and consider adopting additional health, safety and risk management policies and procedures as needed. LCICS shall maintain procedures to implement the policy statements listed above. These policies are incorporated as appropriate into the LCICS parent and employee handbooks and reviewed on an ongoing basis as part of the LCICS staff development efforts.

Emergency Preparedness: Seismic and Other Natural Disasters and Emergencies

LCICS adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school's sites (Exhibit 22). This plan includes but is not limited to: the method to alert employees and students of the need to respond to an emergency; fire and emergency evacuation procedures; bomb threats, civil disturbance and intruder alert procedures; earthquake procedure; fire aid and medical emergencies procedures, evacuation route and assembly area map. The prevention plan shall identify responsible persons; fire hazards and their associated work areas; fire prevention practices; fire control measures; maintenance and inspection program; alarm system information; employee response protocol; and evacuation and emergency procedures.

Immunization Screening

LCICS will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. The staff reviews immunization records as each student is admitted; the staff talks with the parent/guardian of students in need of immunizations to support compliance.

Mandated Child Abuse Reporting

All certificated and classified LCICS staff will be mandated child abuse reporters and will follow all applicable reporting laws in keeping with LCICS policies and state and federal laws.

Medication in School

LCICS will adhere to Education Code Section 49423 regarding administration of medication in school. A form to be completed by the student's health provider will be kept on file and all medications given by staff will be logged.

Safety Training for Staff

Employees are trained each fall during the back to school schedule. Training includes compliance with annual issues (e. g., blood-borne pathogens) and issues that are anticipated to be of specific need (e. g., ergonomics). Training also includes critical response expectations using the Emergency Preparedness Plan. Participation is logged by the administrative assistant. New employees are trained at an orientation session when they begin work. Safety issues are discussed on an on-going basis at regular LCICS staff meetings throughout the school year. All faculty and staff are required to secure, on their own, a First Aid/CPR and Infant First Aid/CPR Certificate annually.

Student Supervision

Supervision is a high priority consistent with the school's mission to provide a school that is safe. Supervision begins with a clear written statement of LCICS's Behavior code and school-wide and classroom rules. All students and staff receive training at admission/employment so that the rules can be consistently enforced and adhered to. Staff members all accept responsibility as supervisors; in addition, campus aides and other office staff monitor and enforce student behavior before school, during breaks, at lunch, and after school; teachers monitor and enforce behavior in the classroom and wherever they are present. The school's Director or designee provides before and after school crossing guard monitoring for fifteen-to-

thirty minutes before school begins and at each dismissal; staff monitors the yard on a rotating schedule before, at dismissal and recess.

Tuberculosis Screening

All staff at LCICS, including parent and community volunteers who work with students, will comply with TB screening requirements. It is the past practice of LCICS to provide time to screening and to reimburse staff members for the cost of screening. Deadlines are monitored and reported to the district yearly and/or upon changes to personnel.

Vision/Hearing/Scoliosis

LCICS shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the LCICS staff. LCICS will contract with qualified personnel to perform the examinations as required by law. Parents or guardians of students will be notified of the rights of students pertaining to health examinations. Results of examinations will be kept confidential. Parents/guardians will receive written notification, including referrals for services and/or additional information in the event physical problems are found as specified by law (EC 49452-49456; Code of Regulations, Title 17, 2951).

- Students shall have their vision examined upon first enrollment in the school and every three years thereafter until the student has completed eighth grade. All students shall be tested for visual acuity. Color vision shall be tested once and only in male students.
- Students shall have their hearing tested by qualified personnel.
- Every female student in the seventh grade and every male student in the eighth grade shall be provided screening for scoliosis.

Dispute Resolution

All disputes are to be resolved pursuant to the dispute resolution language contained in the MOU between LCICS and MUSD, as it may be amended from time to time.

LCICS maintains and adheres to the Uniform Complaint Procedure as identified previously. The school has a history of satisfactorily resolving issues that arise periodically among students, staff, parents, and other agencies such that there have been no formal internal or external disputes to date. The foundation of conflict resolution is to encourage communication in a safe environment, clearly define issues in terms of their affect on students, work toward mutual understanding, and implement solutions that enable all those involved to be committed collaboratively to the school's mission.

The district may inspect or observe any part of LCICS at any time.

VII. Student Admissions, Attendance, and Suspension / Expulsion Policies

Student Admission Policies and Procedures and Assurance

In keeping with policy, students are eligible for admission to LCICS without regard to ethnicity, gender, sexual preference, religion, national origin, ability, or challenge or any other characteristic or trait, and without any admission requirements for academic history. Admission will not be determined according to the place of residence of the student or parents, except as required by law. All parents are given the written compact (Exhibit 24) detailing the expectations of students, staff, and parents/guardians.

All grades K-8 students in the State of California are eligible to attend LCICS. It is the school's intent to operate at a single site within MUSD attendance district. Admission for the subsequent fall school year begins in March with windows established for enrollment purposes. The school will close classes to further enrollment at any point in which classes are determined to be full. The petitioners include information regarding enrollment procedures and timeline on the registration card and provide contact information through appropriate means to attract a diverse enrollment.

If more students choose to apply in any enrollment window than can be admitted, the following admission processes will be followed:

- In the event that the number of students who wish to attend the school exceeds the school's capacity, a lottery system is used to publicly determine those selected to attend after accommodating continuing LCICS students.
- In conformity with the requirements of Education Code section 47605, subdivision (d) (2) (B), admission preference is given first to siblings of current LCICS students and students of LCICS staff members, and then all other applicants.

LCICS is open to all grade K-8 students, including those with special education needs. LCICS will support the administration of all special education services at the school site through an agreement with the charter-authorizing agency (MUSD) or other approved entity and recognizes that students are mandated to receive all services as delineated in an IEP. No student will be denied admission based on disability or lack of available services. The staff will notify MUSD when a special education student enrolls, becomes eligible, becomes ineligible, or leaves LCICS on the monthly report provided to the district. If the student's district of residence is not MUSD, the staff will notify the designated person at that district.

LCICS will not charge tuition, and will not discriminate against any pupil on the basis of actual or perceived disability, gender, race or ethnicity, national origin, 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 individuals with one or more of the above characteristics. The charter school will comply with all laws establishing maximum ages for public school attendance. Enrollment space will be based on need in the community and availability of qualified, trained NCLB compliant credentialed teachers to provide quality core instruction (English-language arts, math, social studies, and science) and qualified, trained NCLB-compliance to provide non-core instruction. LCICS expects to maintain an enrollment of approximately 106-225 students depending on physical space availability and continue to be located in the boundaries of a unified school district that serves students in grades K-12.

Parents who enroll their children in LCICS will, through participation in orientation and by signing the *Student, Family and School Compact* (Compact) (Exhibit 24), accept responsibility for the decision to enroll their student at LCICS for a quality, public education in a manner that is consistent with LCICS charter, codes, policies, and rules. Under the pledge made for the Compact parents/guardians will to the best of their ability ensure that the student attends a full day of school every day, read the *Parent Handbook* with the student and refer to it as needed, support the student's efforts by checking ZOOM-Data Management software when available and the school web page weekly (at school or a location of the parent/ guardian's choice), support the student's educational plan, inform school staff of matters that affect the student's learning and progress, and recognize and celebrate the student's successes by attending school events. No student will be dis-enrolled or expelled due to a parent's failure to honor the Compact.

LCICS designates the charter-granting agency as having a legitimate educational interest such that appropriate employees are entitled access to education records of LCICS students under 20 U.S.C.A

1232g, the Family Educational Rights and Privacy Act and California Education Code 49076(b)(6) (“FERPA”). LCICS, its officers, and employees will comply with FERPA.

Students at LCICS may apply to other schools through the same standard enrollment process used by all other applicants and dis-enroll from one to accept enrollment in the other. A student applying under a current expulsion order shall be considered in a case by case basis for admission in accordance with Education Code Section 48915.1.

Non-Discrimination/Racial and Ethnic Balance

LCICS is a tuition-free, public charter school that is non-sectarian in its admission process. The means by which the charter school achieves a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of LCICS consists of public announcements of the school’s program that neither encourage nor discourage any particular racial or ethnic group from gravitating to the charter school. LCICS maintains information concerning the ethnicity of all LCICS students, and if the balance is not reflective of that of the local population, a committee of school parents and LCICS staff discusses the imbalance and explore best uses to connections of LCICS parents and students to prospective students, which may include additional outreach initiatives, to remedy the situation. When this outreach was done in spring 2007 to address staff concern that the school was not reflective of the growing Hispanic/Latino population, it did not result in a significant increase of Hispanic/Latino enrollment in grades K-8.

It is the petitioner’s intent that the school attracts a diverse enrollment. Practices LCICS uses to fulfill this intent including having:

- Designed bi-lingual outreach materials to provide prospective students with information about LCICS;
- Bi-lingual speakers (e.g., staff, parents, and students) at events that attract students from a demographically representative population (ex. Family-Life Expo);
- Staff, students, and their families providing information to interested community members in English and Spanish;
- Informative bi-lingual brochures and fliers posted and distributed through community businesses including retail (ex. restaurants, grocery store, and retail locations) and service (ex. auto repair shop, Laundromats), and those that are frequented by Spanish-speaking customers

The lack of increased enrollment of Hispanic/Latino students is evidence that these practices and the staff’s unmitigated commitment to diversity did not contribute to a racial and ethnic balance of the student population. In private surveys conducted by individuals afterwards we noted that many members of the Hispanic/Latino were under the false impression that LCICS was a ‘private’ school and they would have to pay tuition for their children to attend. This was found to be a factor even though the materials distributed clearly indicated that LCICS was a “tuition-free, public charter school.”

Public School Attendance Alternatives

Attendance at LCICS is entirely voluntary on the part of the students who enroll. Students who opt not to attend the charter school may attend other schools in the district in which the charter school is located, return to their district of residence or may pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. The parent / guardian of each student enrolled in the charter school will be informed in the *Parent Handbook* that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. No governing board of a school district will, under any circumstances,

require any pupil who is enrolled in the district to attend LCICS, nor may the Charter Council offer it as an alternative to independent study for disciplinary or other purpose.

Suspension/Expulsion Procedures

The school takes its responsibility to balance students' rights to due process with the responsibility to maintain a safe learning environment for all students and staff extremely seriously. LCICS' intent is to ensure that students understand the codes that guide behavioral expectations so that they can consistently adhere to them and contribute to the quality learning environment. Students may be suspended or expelled from the charter school for serious or persistent non-compliance with the school's codes, rules, policies or procedures, or any material violation of any of the conditions, standards or procedures set forth in the charter school petition or the *Parent Handbook* (Exhibit 11). The Behavior Code guides discipline matters. Suspension and expulsion criteria will be reviewed once a year by the school staff to determine if modifications are necessary. Rules are in the *Parent Handbook* that is posted on the school's web page and kept in the student's binder. It includes:

Students who have violated the school's codes, policies, procedures, or rules may be suspended from a class by any member of the staff and from the school by the principal or designee. All suspensions are logged in the school's student information system and available for review by staff, the student, and the parent/guardian.

The staff shall adhere to due process in applying consequences to Behavior Code violations with a clear goal of ensuring that the student is prepared to discontinue the violation as quickly as possible and return to instruction. Students shall have an opportunity for Restorative Justice for offenses that may result in suspension, excluding possession of a firearm, brandishing a knife, selling a controlled substance, committing or attempting to commit a sexual assault or battery and possession of an explosive. Other offenses to be referred to the Restorative Justice Committee (Exhibit 25) will be those that present a serious or persistent violation of the Behavior Code. The director may also confer with LCOE, MUSD, or other districts to identify likely consequences in those jurisdictions for similar offenses.

The Restorative Justice Panel is comprised of trained staff members, from one to three, of whom at least one is not currently responsible for the student's classroom work or behavior. The director designates the chairperson and appoints other staff members to complete the panel. The chairperson facilitates the hearing and serves as a voting member of the panel. Nearly all staff members participate on one or more panels during the year with the Director responsible for ensuring due process. The Director may also serve on the panel

Students who are candidates for expulsion have the right to a Discipline Hearing. Expulsions are scheduled by the director based on information provided through an investigation and according to school policy. The Director will be involved with the special education staff in the expulsion process for all identified pupils with disabilities to ensure completion of a manifestation determination and any other required procedures. The purpose of convening a Discipline Hearing is to respond to charges that a student has committed an infraction of the Behavior Code that may be sufficiently serious to warrant expulsion from LCICS. This process is open to the panel, the staff, the student and his/her parent/guardian/representative except for deliberations that are closed to all but the panel. Convening the panel means that the staff needs to formally hear information about the infraction and make a decision about what disciplinary action, if any, up to and including expulsion, may be warranted.

Students for whom a Discipline Hearing is to be convened are suspended pending the panel's decision which provides an opportunity for the parent/guardian to meet with the Director to personally discuss the situation and set a time for the hearing that enables the parent/guardian to

attend. Parents/Guardians and the student are notified in writing about the charges and hearing process, usually within two days of the infraction. Every effort is made to conduct the hearing within five (5) days to facilitate the student's timely return to instruction, if that is the decision of the panel. The parents/guardians of a student who has received a Discipline Hearing notice from the Director will be encouraged to participate and present facts relevant to the issues set forth in the notice. To date LCICS has not convened a Disciplinary Hearing. Notification will also be provided in Spanish as needed and a translator is provided for all hearings attended by non-English speaking parents. Parents/Guardians have the right to waive a panel and abide by the determination of the Director. The panel makes the final decision regarding expulsion and may decide as it deems appropriate, to suspend an expulsion. All decisions of the panel are reviewed by the Charter Council and Superintendent of MUSD.

If a student is expelled, LCICS will notify MUSD, and, if different, will notify the student's district of residence of the student's expulsion. It is recognized that students who are expelled from LCICS are deemed the student of their district of residence and are subject to that district's determination of danger according to Education Code section 48915.1. The Director makes all final decisions concerning reinstatement of expelled students who are eligible for reenrollment according to terms established by the Hearing Panel at the time of the hearing. Students retain the right to appeal a decision to the MUSD and/or LCICS Charter Council, although that has never occurred.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or who is in a protected class, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. LCICS shall notify MUSD of the suspension of any student identified under the IDEA or as a student with a disability under 504 (or for whom there may be a basis of knowledge of the same) and shall participate with the District on the required Manifestation Determination IEP required by law.

VIII. Financial Planning, Reporting, and Accountability

LCICS' commitment to operating a school that is well-managed is underscored by a sense of financial responsibility. The staff works together to set realistic enrollment and expense projections, to monitor expenditures regularly, and to incur expenses frugally. The Treasurer updates the Charter Council at each meeting on the school's financial status, and identifies any significant changes in income and expense projections as well as providing reports on cash in the County Treasury to monitor cash flow.

Exhibit 21 provides the one-year operational budget including reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including special education encroachment, and uses all funds in a manner that effectively increases student achievement and responsibly provides educational choice. All elements of this petition that have a financial impact have those costs included in the budget.

Basic budget assumptions are:

- A conservative enrollment of no fewer than 95 students in the first year of this renewal with an on-going enrollment sufficient to attain approximately 92% ADA in grades K-8, a projection based on current enrollment;
- That LCICS will continue its status as a School-wide Program Title I school;
- Five certificated teachers, administrative assistant and paraprofessionals;
- A full-time Superintendent/Director and part-time fiscal coordinator, and independent contractor for technology.

Exhibit 21 also provides cash flow and financial projections for the next three years of operation during the renewal period and maintains a reserve for economic uncertainty of 3% in keeping with the MOU.

Financial Reporting

LCICS will implement and manage all financial reporting and business services for this charter school in keeping with all laws applicable to California charter schools and other funding sources as applicable. The fiscal coordinator will undertake internal fiscal reporting services with accounts payable and payroll processing. This will result in the annual statement of receipts and expenditures for the prior fiscal year being provided to the charter authorizer by September 15th of each year and the submission of all other reports in a form prescribed by the State Superintendent of Public Instruction (SPI) following Charter Council approval, to the charter authorizer in keeping with state deadlines. LCICS' staff will adhere to all reporting requirements for submitting approved initial and revised budget, P1/P2 and annual reports, and an audit prepared by an external consultant by December 15. LCICS' staff will also submit the initial 20-day attendance report with monthly attendance and enrollment reports as requested. Business staff will use LCOE-provided software (Escape) to maintain accurate financial records and will adhere to SACS, subject to the California Department of Education accounting requirements for charter schools. Staff intends to use Extended Client (EXCEL) and/or ZOOM-Data Management software or its subsequently selected student information system to maintain accurate enrollment and attendance information and produce needed reports.

Insurance

LCICS will secure and maintain insurance policies, including but not limited to general liability insurance coverage for bodily injury or property damage. Such insurance policies will be issued by an insurance company or companies or joint powers authorities (JPAs) licensed to do business in the State of California. All such insurance policies will be endorsed to state that coverage will not be suspended, voided, canceled, or reduced, in coverage or limits, except after 30 days prior written notice to the charter-authorizing agency and LCICS Charter Council. The petitioners anticipate continuing to acquire this insurance through Joint Powers Authority. The current property and liability program structure includes comprehensive liability coverage, property coverage, and comprehensive crime coverage (Exhibit 27).

This charter school will secure and maintain workers compensation insurance as appropriate to cover its employees, most likely by continuing to participate in Workers Comprehensive Insurance plan (Exhibit 28).

Administrative Services

Through regular employees, LCICS will undertake all administrative services necessary for LCICS' efficient operations, including, but not limited to: school system administration, revenue administration, vendor/purchasing administration, budgeting and forecasting, accounting services, financial management reporting, training assistance, payroll processing, personnel management, enrollment management, maintenance of student cumulative folders, immunization documentation, attendance management, required annual reports, categorical funding applications, compliance and fiscal reporting, among other administrative tasks required to ensure that the school fulfills its mission to be well-managed. LCICS' staff will work with Lake County Office of Education to process accounts payable and payroll and for training, expertise, and software support needed to maintain records. The LCICS Director is supported by an administrative assistant and fiscal coordinator. This administrative structure is currently used for LCICS. The staff has the needed expertise to administer and train new staff. This structure has been proven to enable the school to be financially solvent and to provide quality personnel and student services.

Facilities

Address and Description--LCICS will continue to occupy facilities that are appropriate for a elementary education including classrooms, multi-purpose area, technology access, and assemblies as needed to support the instructional program at a dual site within the MUSD boundaries. It is the goal of the LCICS staff to maintain instruction at the 15872 Armstrong Street and 15850 Armstrong Street in Middletown, California, in classrooms on the LCICS campus. The campus is comprised of two modular classrooms, an office, restrooms, and storage. The land at 15872 Armstrong Street is rented on an annual basis. The 15850 Armstrong Street facility was purchased by the school in June of 2007.

Building Maintenance, Replacement, and Expansion Plan—An annual self-inspection is conducted as part of the risk management program; each written report is on file and is reviewed internally. All maintenance needs are met on an ongoing basis by the Director. The school uses local volunteers and contractors and service providers as needed for more specialized upkeep and repairs such as plumbing and electrical service. With the purchase and renovation of the Langtry House (formerly Helena House) part of our Use Permit requires the installation of sidewalks and gutters. We are currently working with both the Public Works Department (Todd Mansell), and Planning Department (Rick Coel & Kevin Ingram) to facilitate this project sometime in the future (TBD). LCICS is completely accessible and meets the needs of a wheelchair-bound paraplegic student. A map of the campus is included in Exhibit 29. If 80 or more students attend LCICS from the same district (MUSD), LCICS could request a facility or equivalent from that same district in keeping with the terms of Proposition 39. Other community facilities such as gyms and parks may be used for enrichment instruction.

Transportation

All transportation to and from the charter school including all related school programs is the sole responsibility of the enrolled students' parents or guardians, and is not the responsibility of this charter school, unless otherwise required by a current IEP in which case the requirements of the IEP will be adhered to. The school works with the Lake County Transit Authority to provide a schedule consistent with the instructional day.

GAAP-based Audits

The LCICS Treasurer will cause an annual financial audit of the charter school to be conducted by an independent auditor employing Generally Accepted Accounting Principles (GAAP). The Treasurer

will seek out audit firms qualified according to state specifications and will consider all applicant firms who are familiar with California charter school law and experienced with educational finance in a charter school or non-profit corporation setting. The audit firm will be approved by the Charter Council and will be retained within legal parameters until such time as the Treasurer recommends a change of auditors.

The independent audits will be conducted according to standards applicable to governmental agencies and the state's audit guide standards applicable to charter schools in keeping with the format prescribed by the State Superintendent of Public Instruction. The process will include an on-site visit with interviews of key staff and a comprehensive review of documentation and procedures within the required scope. Audit reports will be completed and available for review at the school and distributed to the charter-authorizing agency's Board of Trustees (MUSD BOT) by the auditor in keeping with deadlines established by federal and state mandates and as included in the Memorandum of Understanding between LCICS and MUSD.

The LCICS Treasurer recognizes the need to ensure that any audit exceptions or deficiencies will be resolved as determined by state law and this charter and will ensure adherence to the charter-granting agency's expectations for timely compliance. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified by LCICS to meet the auditor's specifications and such modifications will be sent to the charter-authorizing agency's Board of Trustees within six months of the auditor's report. As outlined in Education Code section 47604.3, the LCICS Charter Council will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority or from the Superintendent of Public Instruction and will consult with the chartering authority or the Superintendent of Public Instruction regarding any inquiries. The auditor will forward the audit to the State Charter Council of Education, the State Controller's Office, the Lake County Office of Education, the charter-authorizing agency and any other agencies as mandated no later than December 15th of the year. The LCICS Treasurer will be responsible for addressing any audit exceptions and providing updates on any matter to the Charter Council at each meeting. The LCICS Treasurer shall address and resolve all audit exceptions to the satisfaction of the District.

School Closure Procedures

While it is the intent of LCICS to operate the school throughout the renewal period, it is recognized that consideration of procedures for closing the school are required by law. In the event LCICS closes, LCICS will document and affect its closure by official action of the LCICS Charter Council whose responsibility is to make such a decision at a publicly noticed meeting. The agenda item will include the reason for the school's closure, the anticipated date of the closure, and the name of the person responsible for closure-related activities. Notice shall be provided to the District at least three days in advance of a closure issue being presented to the LCICS' Charter Council. LCICS will provide written notice to the charter-authorizing agency, the county office of education, the retirement systems in which the school's employees participate, the California Department of Education, and LCICS students and parents of the official action and the effective date of the school closure; notice will be provided within seven days of the Charter Council's decision. This notice will also include the name(s) and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils' school districts of residence, and the manner in which parent/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter Council will ensure that the notification to the parent/guardians and students of LCICS of the closure provides information to assist parents and students in locating suitable alternative educational programs. This notice will be provided promptly following the Charter Council's decision to close the school. The Charter Council will also develop a list of students in each grade level,

together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable and consistent with statute, LCICS will provide parents, students, and/or the charter-authorizing agency or subsequently selected school(s) with all appropriate student records and will otherwise assist students in transferring to their next school(s). All student records will be maintained and transferred in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. §1232g. The school will ask Middletown Unified School District to store original records of LCICS students. If the district will not or cannot store the records, the school will work with the Lake County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

The LCICS Treasurer will prepare final LCICS financial records and will commission a final independent audit by a qualified Certified Public Accountant paid for by LCICS to determine the disposition of all assets and liabilities of LCICS. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to LCICS. The results of the audit will be forwarded to the charter-authorizing agency upon completion. The school will complete and file any annual reports required pursuant to Education Code section 47604.33.

In the event of the school's closure, all assets and liabilities of the school, including but not limited to all leaseholds, personal property, intellectual property, and all accrued ADA apportionments and other revenue generated by students attending LCICS, will remain the sole property and responsibility of LCICS subject to all audited and verifiable claims documented in the final audit as provided herein. In the event that the charter school is dissolved, all such property and assets will be distributed as LCICS will determine in accordance with state statutes governing nonprofit public benefit entities and with priority that such assets be distributed first to MUSD and then to other public schools as determined by the Charter Council as potential beneficiaries of public assets including the potential for residual assets of the school to accrue to the benefit of LCICS. In the case of the dissolution of LCICS, any funds remaining after completion of a final audit will be dispersed by the final action of the LCICS Charter Council to legally eligible public agencies. Any assets acquired from the district or district property will be promptly returned to the district upon school closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

In the event of the school's closure, the school shall remain solely responsible for all liabilities arising from the operation of the school.

Given that LCICS is a non-profit corporation, should the corporation dissolve with the closure of the school, the Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget in Exhibit 21, LCICS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified in this section.

School Management Contracts

It is not the intent of the Charter Council to enter into a management contract with any education management organization. Administrative services are to be provided by regular employees who will undertake all ongoing operational services needed for the successful management of LCICS.

IX. Impact on the Charter Authorizer

The petitioners recognize that the primary potential impact on the charter-authorizing agency is a loss of enrollment and related revenue. It is LCICS' intent to fill an educational need of the local population of grades K-8 in a small school environment while fulfilling the legislative intent to "establish and maintain a school that operates independently from the existing school structures."

Civil Liability

LCICS is a non-profit public benefit corporation. As such, the charter-authorizing agency will not be liable for the debts or obligations of LCICS pursuant to Education Code Section 47604(c) which provides that an authority that grants a charter to a charter school to be operated by, or as, a nonprofit benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school. As stated above, LCICS will purchase liability insurance and property insurance to protect the school's assets, staff, and governing Charter Council members.

Services Obtained from Charter Authorizer

Details of business or administrative services, special education services, costs and funding between the charter-authorizing agency and LCICS, if any, will continue to be detailed in a MOU that was developed with mutual participation and service-specific agreements as needed. LCICS will retain its own legal counsel when necessary. LCICS will receive its funding directly from the State pursuant to Education Code Section 47513.5 and reserves the right to alter this through any other available mechanism provided in the future deemed to be the best interest of students by the LCICS Charter Council. Funds will be provided by the State of California directly to LCICS through the Lake County Office of Education.

Reporting to Middletown Unified School District

Lake County International Charter School recognizes its role in responsibility for regularly reporting to MUSD concerning charter implementation, measurable student progress, current and projected financial viability of the school, and School Accountability Report Card (SARC) performance. In keeping with the terms of the MOU and this charter, the staff will annually prepare a calendar of reporting deadlines (known internally as the "MOU tracker") to ensure timely adherence to reports related to student enrollment, employee compliance, fiscal and attendance report deadlines, among others. The annual report, submitted by October 30th, will include all requested information. The majority of this communication will be by email by-and-between LCICS Superintendent/Director, Karl Reichman, and Superintendent of MUSD, Dr. Korby Olson, and/or his designee; the balance will be printed copies. The annual report is submitted for use by the superintendent/director in preparing the annual "matrix" for presentation to the LCICS Charter Council after an on-site visit and discussion with administrative staff. LCICS recognizes its obligation to pay 1% of specified revenue accounts as the cost of oversight and to collaborate in the process and activities needed to support successful oversight. The staff will also, in keeping with the MOU, provide all fiscal documents needed to support the evaluation of the school's financial status according to agreed upon timelines.

The annual performance review may include, but not be limited to:

- A review of each component of the petition for compliance;
- An analysis of whether goals are being met with a review of state and federal student assessment data and reports;
- Copies of the Charter Councils approved agenda's and minutes will be submitted electronically to MUSD monthly;
- Data on level of parent involvement in governance and operation of school will be submitted on a yearly basis by March 1st;
- A summary data from annual student/parent satisfaction survey will be submitted on a yearly basis by March 1st;
- Data regarding number of staff, their qualifications, and verification of credentials and teaching assignments will be submitted based upon any changes;
- A copy of health/safety procedures will be submitted should any major modification to this program have been made and approved y the Charter Council during the prior year;
- A determination of the suitability of facility in terms of health and safety;
- A determination of the suitability of facility in terms of educational utility;
- A review of all required documentation (e. g., budget reports, financial projections, leases, insurance, etc.);
- A overview of admission practices including: number of students actually enrolled, waiting lists; expulsions and suspensions;
- A review of any internal/external dispute resolutions;
- A report on parent complaints and any disposition of such complaints;
- A report on any claims or lawsuit, and any disposition of such claims or lawsuit.

The review process may include a site visit by MUSD including observation of the instructional program.

Renewal Term

The renewal petition is submitted within the window specified by Dr. Korby Olson, Superintendent MUSD, in discussion with Karl Reichman Superintendent\Director LCICS:

- August 21, 2009 - LCICS Submits Petition Draft to MUSD
- September 15, 2009 - MUSD returns Petition Draft to LCICS with comments
- September 25, 2009 - LCICS resubmits Petition with Revisions
- October 5, 2009 - MUSD 2nd Review of Petition and Announcement of Public Hearing
- October 15, 2009 - Public Hearing on LCICS Renewal Petition
- November, 2009 - Petition Submitted to MUSD Charter Council for Approval

The term of this charter will begin on July 1, 2010 and if it is not subsequently renewed as provided in keeping with applicable state law, will expire on June 30, 2015. The charter may be renewed by the charter-authorizing agency MUSD Board of Trustees in keeping with applicable state law at the time.



EXHIBITS

- 1 Charter (“LCICS”)
- 2 Memorandum of Understanding between MUSD and LCICS
- 3 International Baccalaureate Authorization (“LCICS”)
- 4 Western Association of Schools and colleges (WASC) Accreditation (“LCICS”)
- 5 Salary Schedule 2009-2010 (“LCICS”)
- 6 Business Calendar (“LCICS”)
- 7 LCICS Secured Web Based Documents (“LCICS”)
- 8 Organizational Chart of Lake County International Charter School (“LCICS”)
- 9 School Calendars (“LCICS”)
- 10 Signatures of Meaningfully Interested Teachers Submitted In Compliance
With The Provisions of Education Code § 47605 and LCICS BP 412 (“LCICS”)
- 11 Parent Handbook (“LCICS”)
- 12 LCICS WASC Self-Study (“LCICS”)
- 13 LCICS IB Planners (“LCICS”)
- 14 LCICS Program of Inquiry (“LCICS”)
- 15 Sample Curriculum Map (“LCICS”)
- 16 By-Laws of Lake County International Charter School (“LCICS”)
- 17 Articles of Incorporation for Lake County International Charter School
 (“LCICS”)
- 18 Charter Council Officers and Directors (“LCICS”)
- 19 Parent Participation (“LCICS”)
- 20 Job Descriptions for Key Positions, including Qualifications and
Certifications (“LCICS”)
- 21 2009-2010 Budget Information, Cash Flow & 3-Year Projections (“LCICS”)
- 22 Health & Safety – related Policy/Procedures (“LCICS”)
- 23 Emergency Protocols (“LCICS”)
- 24 Student, Family and School Compact (“LCICS”)
- 25 Conflict Mediation Programs (“LCICS”)
- 26 Restorative Justice Program (“LCICS”)
- 27 Joint Powers Authority Insurance (“LCICS”)
- 28 Workers Compensation And Employers Liability Insurance Policy (“LCICS”)
- 29 Campus Map (“LCICS”)
- 30 Policy & Procedures (“LCICS”)
- 31 Employee Handbook (“LCICS”)