

Inland Leaders Charter High School

Charter Petition

Respectfully Submitted to the

Yucaipa-Calimesa Joint Unified School District Board of Education

Requested Charter Term: July 1, 2019 – June 30, 2024

Grades: 9–12

<u>Vision</u>

The vision of ILCH is to sustain a high-quality community charter school founded upon innovative instruction and character education to create 21st century leaders.

12375 California Street Yucaipa, CA 92399
www.inlandleaders.com
909-446-1100

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Introductory Documents

Letter to the YCJUSD Administration and Board of Education

December 11, 2018
Cali Binks, Superintendent
Yucaipa-Calimesa Joint Unified School District
12797 Third Street
Yucaipa, CA 92399

Dear Superintendent Binks and Members of the Yucaipa-Calimesa Joint Unified School District Board of Education:

A charter petition for the Inland Leaders Charter High School ("ILCH" or the "Charter School") is enclosed. The petition contains the signatures of parents or guardians of pupils who are meaningfully interested in having their child or ward attend the Charter School. The signatures represent at least 50% of the number of pupils that the Charter School anticipates enrolling during the first year of operation. We have also submitted a list of teachers' names, who are meaningfully interested in teaching at the Charter School, which represent at least 50% of the teachers estimated to be employed during the first year of operation. Both of the petition signature documents are provided in Appendix X.

We hereby submit this establishment charter petition, and request that the staff and governing board of the Yucaipa-Calimesa Joint Unified School District review and grant the charter pursuant to the process and timelines specified in Education Code Section 47605.

We have been engaged in extensive and productive discussions with the stakeholders involved and believe that we have successfully identified and resolved all relevant concerns and issues. We look forward to developing ILCH and an educational program that leads to a positive and lasting partnership between ILCH and the District.

We have a well-rounded group of individuals assisting in this effort, and many individuals have signed the enclosed petition. Mr. Mike Gordon has been selected by the group to act as the Lead Petitioner and will serve as the group's liaison for all communications during the charter petition review and approval process. We look forward to the public hearing and approval process with the District. We understand that an initial public hearing of this charter petition will be held by January 11, 2019, and that a decision to grant or deny the charter will occur by February 9, 2019, as required by the Charter Schools Act of 1992. Please do not hesitate to contact me if you or any board members have any questions or concerns. We would be pleased to meet with you or any board members to resolve or answer any outstanding questions or concerns prior to the hearing and decision.

Your partner in education,

Mr. Mike Gordon: Lead Petitioner

12375 California Street, Yucaipa, CA 92399 Work: (909) 446-1100, extension 103



[SAMPLE BOARD RESOLUTION FOR APPROVAL]

Charter Petition of the Inland Leaders Charter High School A California Public Charter School

Whereas the governing board of the Yucaipa-Calimesa Joint Unified School District received a valid charter petition on December 11, 2018, duly signed by authorized parents or teachers and submitted pursuant to Education Code Section 47605, and

Whereas the governing board of the Yucaipa-Calimesa Joint Unified School District, after holding a public hearing on [insert date] and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter petition;

Resolved that the governing board of the Yucaipa-Calimesa Joint Unified School District hereby approves and grants this charter petition by a vote of ____ to ___ on [insert date].

Be it further resolved that this charter constitutes a binding contract upon the Yucaipa-Calimesa Joint Unified School District and Inland Leaders Charter High School.

Witnessed:		

President

Board of Education

Yucaipa-Calimesa Joint Unified School District



AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Mike Gordon, hereby certify that the information submitted in this petition for a California public charter school to be named the Inland Leaders Charter High School ("ILCH" or the "Charter School"), and to be located within the boundaries of the Yucaipa-Calimesa Joint Unified School District ("YCJUSD" or the "District") is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to the following:

- ILCH shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in noncharter public schools. [Ref. Education Code Section 47605(c)(1)]
- Inland Leaders Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of Inland Leaders Charter High School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- ILCH shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ILCH shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- ILCH shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- ILCH shall not discriminate on the basis of any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- ILCH shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.



- ILCH shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- ILCH shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(I)]
- ILCH shall at all times maintain all necessary and appropriate insurance coverage.
- ILCH shall, for each fiscal year, offer at a minimum the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, ILCH shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- ILCH shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- ILCH shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- ILCH shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- ILCH shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- ILCH shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- ILCH shall comply with the Public Records Act.
- ILCH shall comply with the Family Educational Rights and Privacy Act.



•	ILCH shall comply with the Ralph M. Brown Act.
•	ILCH shall meet or exceed the legally required minimum number of school days. [Ref. Title !

•	ILCH shall meet or exceed	d the legally	required	minimum	number o	f school	days.	[Ref.	Title 5
	California Code of Regulat	ions Section	11960]						

ILCH shall comply with all laws applicable to independent study in charter schools.					
	12/11/18				
Mike Gordon	Date				



OVERVIEW: FOUNDERS AND HISTORY OF THE INLAND LEADERS CHARTER SCHOOLS

Inland Leaders Charter High School is founded upon the desire and demand for a small high-quality high school program that meets the needs of unique students in Yucaipa and the surrounding communities of the Inland Empire. The current secondary school educational options for students consists of one local comprehensive high school, one continuation high school, one community day school, and one private religious institution. ILCH will bring another viable, public secondary school option to the area and fulfill the intent of the Charter Schools Act of 1992 with innovation and a high-quality choice for students in the challenging county of San Bernardino. The school program will focus on leadership and developing the character of high school students to make a positive impact in our society.

ILCH will be managed and directed by the Inland Leaders Charter Schools charter management organization, which currently operates the Inland Leaders Charter School ("ILCS") kindergarten through eighth grade program. ILCS has demonstrated strong performance-based results over the last twelve years of operation and current parents and students are extremely excited to have their students continue on with the leadership program. Additional information about ILCS's successes is included in the section below entitled "ILCH: Founded on Current Success of Inland Leaders Charter School."

Therefore, the ILCH petition will benefit from a strong base of resources and experiences that have served a similar mission in the younger grade levels at ILCS. With this support and organizational structure, ILCH will have a solid foundation upon which to build.

As demonstrated below, parents, staff, community members, experts, consultants, and a range of interested stakeholders have provided the support necessary to implementing a program that will provide the best quality high school education available. The founders and partners of ILCH understand the complexities of a high school education and demonstrate a strong ability and capacity to take student achievement "beyond the limits." ILCH will use an innovative blend of curriculum and instructional pathways to allow students the opportunity to graduate from high school with associated college credit and 21st-century skills using digital- and site-based solutions. This petition for the establishment of ILCH demonstrates the strategic plan for the first 5 years of operations at the high school level, including ILCH's ability to meet all requirements of the Charter Schools Act of 1992. The charter petition has been reviewed, revised, and approved by the ILCS High School Committee, current parents, staff members, the Inland Leaders Charter Schools Board of Directors, legal counsel from the Law Offices of Young, Minney, & Corr, LLP, EdTec financial consultants, and various other consultants and experts.

Founding Group and Background

ILCH began as a conversation among current parents of ILCS and local educational leaders who desire to bring options to the students of the Yucaipa Valley. This plan is the culmination of that dream, designed by parents, educators, administrators, and community leaders to better the lives of our students and make a dynamic difference in our community. The founding group for ILCH is comprised of a variety of leaders in the community and they are listed in the chart below. You will notice a high level of expertise contained within the founding group. Parents and various stakeholders were involved in continual meetings and workshops to determine a shared vision for the program and what would best meet the needs of a diverse population.



ILCH will be governed and operated by the Board of Directors of the Inland Leaders Charter Schools, which has demonstrated excellent leadership and oversight of ILCS over the past 12 years. Current Board members are listed below and resumes are attached in **Appendix B**.

- > Dr. Bob Stranger (Chairman): retired Assistant School District Superintendent; retired Southern California Edison manager; former YCJUSD Board Member (24 years)
- > David Massongill (Treasurer): Financial Advisor
- Bonnie Mitchell (Secretary): retired educator, Azusa Pacific Adjunct Professor
- Aron Wolfe (member): Riverside County Sheriff; Detective

Mr. Mike Gordon is the lead charter developer and worked in coordination with Dr. Lisa Urrea and a variety of experts to develop the petition.

Mr. Mike Gordon was the founder and developer of the original Inland Leaders Charter School program. Mr. Gordon was an Assistant Principal in three elementary schools in the Yucaipa-Calimesa Joint Unified School District (YCJUSD), with 18 years of experience in education. He has experience in EL, Special Education, and categorical programs, and was the District GATE Coordinator for YCJUSD. He has four children of which three have attended the local high school. He currently acts as the director of ILCS and previously codirected the budgets for two elementary schools. He also has strong expertise in technology and school reform. He holds a Master's Degree in Educational Administration and a valid current California Professional Administrative Services Credential. Mr. Gordon holds and will retain the position of Executive Director at the renewal of this charter. His contract is up for renewal annually. In addition, the Charter School has developed a leadership team that includes members ready for leadership succession, so this successful program can continue uninterrupted.

Dr. Lisa Urrea is a long-time educator with over 27 years of experience in the field of education, with 13 of those years at the elementary and university level. She is currently a site principal for the TK through 2nd grade program at ILCS. As an elementary teacher, she was a lead teacher, reading specialist, and coach, creating, designing, and implementing programs. At the university level, she taught in the credentialing program as well as served as a student teacher supervisor. She has been part of WASC accreditation teams and district-level committees. She is also the founder of STEP Associates Inc., an educational consulting firm, and PULSE: A Thankful Heart Foundation, which serves full-of-potential youth, families, and schools. As a consultant, she has worked with numerous schools in San Bernardino and Riverside Counties to improve student performance. She assisted with project management, creating data systems, tracking, and analyzing data, including staff development for administrators and teachers. She created, designed, and has effectively implemented an RTI program, "Success Academies" to address the needs of students. In the Success Academies, the goal is success for all, and shifting students from a "failure mentality" to a "success mentality." As an extension of the Success Academy, she implemented a STEP UP Leadership Academy. She has coached administrators in creating and implementing school plans that are living documents, along with grant writing, and creating state-level presentations. Dr. Urrea has presented at the American Education Research Association ("AERA") conference and California Education Research Association ("CERA"). She partnered with the University of Redlands and San Bernardino County Schools Student's in Foster Youth Project and San Bernardino County Sheriff's Department Juvenile Intervention Program, implementing a data tracking system and Success Academy Workshops. She holds a Master's Degree in Education with a Reading Specialization



from Cal Baptist and a Doctorate in Leadership for Educational Justice from the University of Redlands. She also holds credentials in teaching and administration. Dr. Urrea lives in Yucaipa and has been married for 29 years. She has a daughter who graduated from YCJUSD and now attends Cal State, San Bernardino, and a son who currently attends Cal-Baptist.

Listed below is a list of participants who helped develop and provide the necessary expertise for the ILCH charter program.

Name	Background
Mr. Mike Gordon	Executive Director, ILCS
Dr. Lisa Urrea	Site Principal, ILCS
Mr. Steve Perry	Director of Student Services, ILCS
Dr. Robert Stranger	President, Board of Education, Inland Leaders Charter Schools
Dr. Kevin Riley	Bayfront Charter High School
Paul Bailey/ Michael Horton	Western Center Academy- high school charter in Hemet

ILCH: Founded on Current Success of the Inland Leaders Charter School

As noted above, ILCH will be governed and operated by the Board of Directors of the Inland Leaders Charter Schools, which also governs ILCS—the TK through 8th grade program charter. ILCS was granted its initial charter in the spring of 2007 by the Yucaipa-Calimesa Joint Unified School District Board of Education. Since the inception of the ILCS charter, and during 12 years of operation, ILCS has become a viable and thriving school passionate about student achievement and dedicated to the development of student leaders. ILCS has built an expert team of administrators, teachers, consultants and community partners to proceed with developing ILCH to serve the needs of students in the high school levels. ILCS has an established history of strong fiscal, academic, and operational capacity from which to expand to the high school levels. The Board of Directors of the Inland Leaders Charter Schools has amended its bylaws and articles of incorporation to reflect the operation of another school upon the District's approval of the ILCH charter petition. (For additional information, please see the Governance Structure [Element 4] section of this charter.)

Major Accomplishments of Inland Leaders Charter School

ILCS has achieved various accomplishments in its first 12 years of operation:

ILCS received the highest WASC accreditation granted to any school of 6 full years (clear six year).



- ➤ ILCS is proud of its high rate of proficiency and especially advanced scores on the California Assessment of Student Performance and Progress (CAASPP), scoring in the top 10 schools for math and top 20 for ELA in the entire county.
- ➤ ILCS was featured in a national charter magazine, *Charter Schools Today* (winter 2009), as a case study school under the article title "Making a Difference in the Community."
- ➤ ILCS is proud of its 100% science fair participation rate in the fourth- through eighth-grade site science fair; three students who moved onto the state level; and one student who won a gold medal at the state level.
- ➤ ILCS fully implemented the Pupil Acceleration for Continued Excellence (PACE) program, which currently maintains over 12% of the students at ILCS that accelerate for one of their language arts and/or math periods into a higher grade level.
- ➤ ILCS maintained small class sizes of approximately 24 to 1 in kindergarten through grade three and 25 to 1 in grades four through eight.
- ➤ ILCS has maintained clear financial audits with healthy reserve amounts at approximately 80% of its operating costs.
- ➤ ILCS has created and implemented a viable and innovative special education program to meet the needs of our special education students.
- ➤ ILCS has developed a strong intervention program for its students, which includes the Response to Intervention ("RtI") services to meet the needs of our general and special education students. Special education students comprise 10% of the population, and ILCS has been able to immerse students into our program who are not typically able to handle a mainstream environment.
- Ninety-nine percent of ILCS students developed and implemented community service projects throughout the year, and demonstrated the value of service to their peers and parents. ILCS has developed partnerships with city government through programs such as the Graffiti Abatement Task Force, Make a Difference Day Activities, YAPs, and many others. ILCS has also participated in global projects such as *Change to Loosen Chains* (abolitionist project), Walk of Life to benefit the cancer society, and volunteering at various city events. Leadership training has occurred on a daily basis, and students with troubled backgrounds are developing positive character traits to help them thrive in the 21st century.
- ➤ ILCS has maintained full capacity in each grade level and currently has 650 students on a waitlist for entrance into the school. ILCS retains 98% of its students from one school year to the next, demonstrating an impressive satisfaction level from parents.
- ➤ ILCS has developed and implemented an extensive after-school electives program that includes tutoring for each grade level, Spanish, French, Chinese, the arts, music, dance, technology, and leadership.



- > ILCS has developed and been awarded several grants to support student needs and school governance.
- > ILCS has fully implemented a daily Spanish program in which students receive weekly lessons and cultural awareness.
- ➤ ILCS maintains a high rate of volunteerism on the part of parents and community members and has partnered with Yucaipa City Hall and the Yucaipa-Valley Water District to promote civic service and education in their respective fields.



THE NEED FOR ILCH

Important contributions to public education

The founders of ILCH recognize that there is a clear need to improve public education in California and the United States. The need to offer additional high-quality choices is of critical importance in the Inland Empire. Recent research indicates that students in the Inland Empire perform far lower than their counterparts elsewhere in California. In fact, San Bernardino County students fall below the average graduation and typical metrics for success. The data and charts in this section show the current disparities in this county, state, and nation. In addition, current parents of the Inland Leaders Charter Schools K-8 program have expressed a strong and dedicated interest in their students attending ILCH as their first option for high school.

The United States is behind compared to other nations

The reports, task forces, and statistics regarding the failure of students in the United States to be competitive with students from other nations are substantial and compelling. The most recent of these reports, "Comparative Indicators of Education in the United States and Other G-8 Countries: 2006," released in August 2007, illustrates the challenges faced by the United States. The United States spends more money per student for elementary and secondary education than any G-8 industrial nation, yet the academic achievement of students in the United States falls behind that of many countries. For example, on the PISA 2012 assessment (Program for International Assessment), over one-quarter of 15year-old students in the United States scored at or below the lowest proficiency level on the combined mathematics literacy scale (Organization for Economic Cooperation and Development, Program for International Students Assessment, 2012). This number is a higher proportion of students than in Germany, France, Japan, and Canada. Fifteen-year-old students in the United States generally scored lower, on average, than their peers in the same four G-8 countries on each of the four mathematics literacy subscales: space and shape, change and relationships, quantity, and uncertainty. Although U.S. students were generally at an advantage in terms of socioeconomic status (SES) compared to their G-8 peers, low-SES 15-year-old students in the United States were outperformed by their peers in Germany, France, Japan, and Canada in mathematics literacy.

California schools need to significantly improve education offered to students

The need for higher achievement and more academic rigor is equally evident at the state level. In 2013, the U.S. Department of Education reported that California ranked at the bottom 10% of all states in eighth-grade reading and mathematics (U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress [NAEP], 2013 Reading Assessment). This poor performance is not just due to the demographics of the state. When demographics are adjusted, California still performs similarly at the bottom with Mississippi, Alabama, Louisiana, and New Mexico.

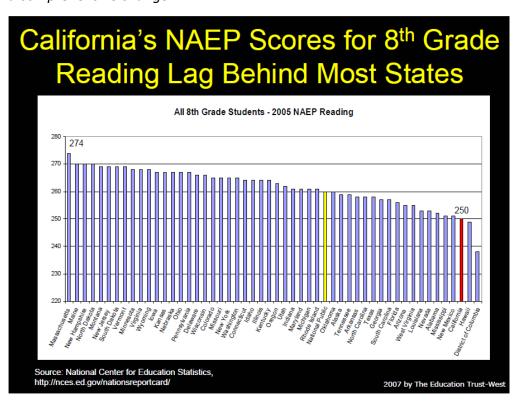
California is one of the poorest-performing states in the United States

The educational achievement of children in the United States as a whole is significantly less than other industrial nations. California students are some of the poorest performing in the nation.

In the California report, The Governor's Committee on Education Excellence issued the summary report *Getting Down to Facts: School Finance and Governance in California in March 2007*. This report captures the challenges California faces, as reflected in the following excerpt:

"Introduction

On many different measures of achievement, California's students fall far behind those in other states. As shown in Figure 1, on the 2005 National Assessment of Education Progress, California ranked 7th lowest in eighth grade math in comparison to the 49 other states and the District of Columbia. Perhaps more telling, the average California student is competitive with just the bottom quarter of students in Massachusetts. The story is at least as bad in other subjects. California performed 3rd lowest in reading, ahead of only Hawaii and the District of Columbia, and 2nd lowest in science, ahead of only Mississippi. Some suggest that California's position simply reflects the large minority populations in the state, but the facts on achievement belie this. California schools do not do well for any group – as an example, a chart similar to Figure 1 only for Hispanic students would place California fourth from the bottom. Significant progress will require fundamental and comprehensive change."





More current data reveals that California is still struggling compared to other states in the nation, as illustrated by the map below, which displays student results for the National Assessment of Educational Progress in 2017. This assessment tests students in math and reading in the fourth and eighth grades. Thirty-seven states actually scored higher than California on the NAEP in reading and forty-one scored higher in math, revealing the critical need for educational reform and improvement in the Golden State.



San Bernardino County's Educational Needs

Employers in San Bernardino County need highly educated and capable employees. Indeed, the economic viability of our community depends on the availability of this type of highly educated and skilled workforce (Analysis of Education-Industry Linkages and Economic Benefits in San Bernardino County, 2004). An analysis shows San Bernardino County students falling behind state and county averages in various measures such as SATs and bachelor's degrees.

The need for improved educational opportunities in today's world demands innovations like ILCH

The global economy has been a demanding reality for nations since the end of World War II. The transformation in the 21st century is that the global economy has progressed beyond a contest between nations, to one where individuals are competing against each other for employment, economic



opportunity, and economic security. It is in this context that California as a state, and San Bernardino County as a community, must strive to ensure the continuing success and prosperity of its citizens.

One of the keys to international competitiveness is a highly educated workforce. Educating the students living in San Bernardino County and throughout California so that they excel in academic achievement and are internationally competitive, while nurturing their development as involved citizens who share our country's common values, is a daunting task.

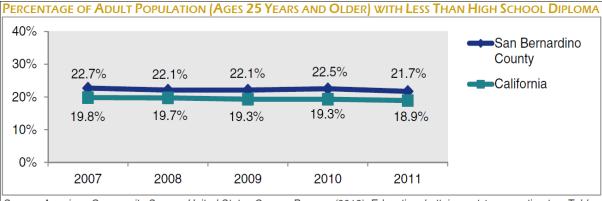
"ILCH will provide a public school opportunity to address the need for an educated population in our community, our state, our country, and our world."

The Challenge

"More than 60 percent of the nearly 40,000 first-time freshmen admitted to the CSU require remedial education in English, mathematics or both. These 25,000 freshmen all have taken the required college preparatory curriculum and earned at least a B grade point average in high school. The cost in time and money to these students and to the state is substantial. Moreover, these students are confused by seemingly having done the right things in high school only to find out after admission to the CSU that they need further preparation" (http://www.calstate.edu/eap/).

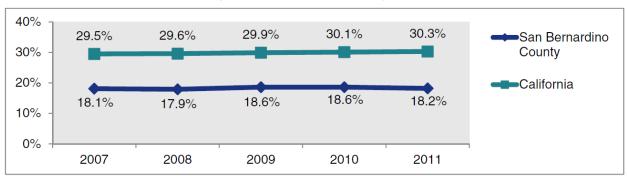
of SAN BERNARDINO COUNTY:						
	HP 2020	CALIFORNIA	SAN BERNARDINO COUNTY	COUNTY TREND		
Educational Attainment • Percentage of adults with a Bachelor's degree or higher	NA	30.3%	18.2%	\Leftrightarrow		
High School Graduation Rate	82.4%	78.5%	77.1%	1		

Source: http://communityvitalsigns.org/Portals/41/Meetings/2013Stakeholder/CVS data report.pdf



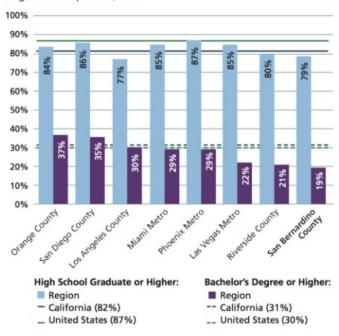
Source: American Community Survey, United States Census Bureau. (2013). Educational attainment 1-year estimates, Table \$1501, 2007 = 2011

PERCENTAGE OF ADULT POPULATION (AGES 25 YEARS AND OLDER) WITH BACHELOR'S DEGREE OR HIGHER



Source: American Community Survey, United States Census Bureau. (2013). Educational attainment 1-year estimates, Table S1501, 2007 – 2011.

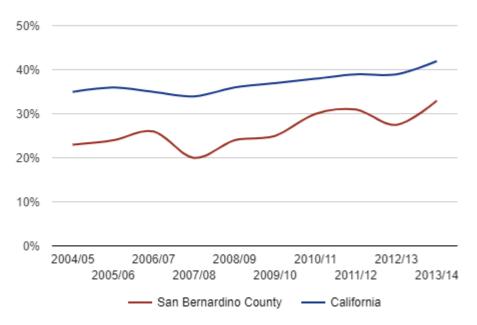
Percentage Over Age 25 Earning High School Diploma (or Higher) and Bachelor's Degree (or Higher) Regional Comparison, 2013



Source: U.S. Census Bureau, American Community Survey (factfinder.census.gov)



Percentage of High School Graduates Eligible for UC/CSU, San Bernardino County and California, 2005-2014



Department of Education, DataQuest (data1.cde.ca.gov/dataquest)

2013 SAT Countywide Scores Demonstrating That San Bernardino Falls Below State Averages



Note: The highest score possible is 2400. Source: California Department of Education, DataQuest (data1.cde.ca.gov/dataquest)

Offering Improved Academic Performance in San Bernardino County

There is a clear need to improve public education in California and the United States. The need to offer additional high-quality educational choices is equally important in San Bernardino County. ILCH will improve educational opportunities for students and families in San Bernardino County by providing a school that is:

- Public, with a specific college preparatory mission.
- Open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements.
- Offering a rigorous academic curriculum to all its students, including geo-spacial thinking.
- Committed to maintaining high expectations for both academic and personal performance.
- A small and supportive school environment.
- Operates in partnership with parents.

ILCH will serve the larger community by increasing the ability of San Bernardino County employers to attract and retain employees with school-age children. ILCH will also qualify more San Bernardino County students to attend selective public and private universities and colleges, increasing the pool of County residents with the high-level skills needed by companies in our region, and nationally.

Addressing the need

ILCH: Meeting the Needs of San Bernardino County, California, and the United States

The founders of ILCH propose the creation of a new, small, academically rigorous school to serve students in grades nine through twelve, to be located in Yucaipa, California. ILCH will harness the power and success of the current K-8 program to extend its program into high school built on the foundation of leadership and access to rigorous coursework.

To overcome the barriers to student success, ILCH is prepared to:

- Provide college preparatory courses
- Teach leadership throughout the curriculum
- Offer a rigorous curriculum open to all students
- Maintain high expectations
- Provide a small, personalized, and supportive learning environment
- Foster strong partnership with parents
- Use innovative instructional strategies and programs to accelerate students into college-level coursework.
- Provide the opportunity for all students to gain entrance into the most prestigious universities and colleges.
- Partner with local businesses and industries to provide internships and career-oriented experiences to support student pathway decisions.



ILCH is extremely excited to offer our community a new and unique high school that will meet the needs of a population of students looking for an alternative to the traditional high school experience. In designing ILCH's high school concept, the founders operate from a vision to provide a program that brings education to the next level through carefully constructed courses and services. ILCH will implement this model of education in order to provide students the opportunity to participate in community college—level coursework as well as complete their high school diplomas. Jobs for the Future (2012) indicates that college prep programs are an innovative and effective pathway to better prepare students for college and career readiness. Students in college prep programs graduate and enroll in college at higher rates compared to students in the traditional comprehensive models.

The schooling of the future and even the present is taking a revolutionary turn with the inception of digital learning and "beyond the walls" environments. ILCH is passionate about the new opportunities for students to access superior educational content at any moment of the day. The ILCH program will blend various courses of study from the best institutions and curriculum to create a personalized learning path for students. No longer will students have to take a specific course because it is the only option on campus or because it interferes with other course offerings. Students will now have access to a broad range of experiences and courses in the digital environment, in traditional classes, and at the community college level.

The mission and vision of ILCH was developed to best tackle the challenges of improving education throughout the Inland Empire. To be an educated person requires a strong postsecondary education (see US Department of Labor Statistics). ILCH strongly believes that all students—not just an elite few—are capable of meeting a demanding and relevant college preparatory program. Students will be immersed in high expectations, and a culture of success will be strategically built into the fabric of the Charter School. At ILCH, developmentally appropriate skills and concepts will provide in-depth exploration, community service connections, and alignment with University of California and California State University (UC/CSU) admissions criteria, with postsecondary options at the community college level.



CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

Education Code Section 47601 provides as follows:

"It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

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

The following provisions of this charter petition coincide with the requirements of Education Code Section 47605.

Fulfillment of Statutory Purposes for Charter Schools

ILCH is dedicated to fulfilling the intent of the legislature, as stated in Education Code Section 47601. Each area of fulfillment will be further explored in the continuing narrative of this charter.

Improve Pupil Learning: ILCH will use the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and remaining State Content Standards (collectively referred to herein as, "State Standards"), parent involvement, flexible schedules, digital content, higher level curriculum and phenomenal teachers to improve pupil learning. Special emphasis shall be placed on high standards, public service, electives, leadership training, progress monitoring, and the application of learning for continuous improvement. In addition, pupils will be given multiple pathways to achieve mastery of content through digital and site-based solutions.



Encourage the use of different and innovative teaching methods: ILCH shall implement an innovative instructional program centered on individualizing instruction. Instruction is a balance of constructivist and mastery learning techniques. Heavy emphasis will be placed on using technology to deliver content and using geo-spatial learning (Appendix V).

Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving: ILCH shall use small class sizes, flexible class groupings, and intervention/enrichment groups in order to increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. Students unable to grasp new concepts shall be provided interventions through reteaching sessions. Furthermore, all students shall be monitored closely, as described in the assessment sections of this charter (Element 3).

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site: To ensure continuity and a comprehensive learning program through collaborative instruction and ongoing assessment of the stakeholders in ILCH, there shall be extensive teacher, staff, and parent training, with a focus on data and accountability for clear, measurable objectives. Teachers will be given ample time to collaborate in the afternoons. Teachers hold a critical role in the development of the curricular program and will be responsible for its development and implementation. They will be given the power to create and develop new ideas for student learning based on individual student needs.

Provide parents and pupils expanded choices in the types of educational opportunities available within the public school system: ILCH shall meet a great need in the Yucaipa Valley by providing an alternative to the traditional classroom, which is the only current choice in the public sector. Parents and founders are excited to bring a new model to the Inland Empire and to re-engage parents who have distanced themselves from public schools.



EDUCATIONAL PROGRAM (ELEMENT 1)

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

<u>Governing Law</u>: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

The educational program of the Inland Leaders Charter High School will be the continuation of the philosophy and excellence provided at the K-8 program. ILCH will strive and accomplish what its name propagates: LEADERSHIP. Programs, projects, committees, and the myriad of school operations will be designed and implemented through the lens of our mission to "create 21st century leaders." Students will be involved and inspired to operate and guide the Charter School along its path to success. What does success at ILCH look like? Students who are inspired to change their world for the better. Students who want to transform communities into vibrant, healthy spaces that are built on trust, integrity, and service. Students who work hard to make sure our sister schools in West Africa have clean running water and breakfast each morning. Students who ultimately understand that life's greatest purpose is that of service to your fellow man. We truly believe that Mahatma Ghandi was correct in saying, "The best way to find yourself is to lose yourself in the service of others."

What will it take for our Charter School to successfully graduate students who understand and live out leadership through service? The following narrative will provide the multitude of programs, courses and processes that we will implement to accomplish our mission, but ultimately it will be the relationships combined with the rigor of the academics combined with a passion for learning that will result in our success. This belief is encapsulated in our staff motto: Rigor+ Relationships+ Passion= Leaders.

Overview of ILCH

Mission of School

The mission of ILCH is to empower students to be dynamic leaders who are well prepared for universities and careers. We will ensure that every student will graduate from high school and will be university and career ready.

Educational Focus

ILCH will be a charter public high school serving students in a small school environment focused on leadership. ILCH will provide an engaging and rigorous academic curriculum allowing for student acceleration and real-world experiences. All students will be enrolled in the courses needed to attend the University of California, California State University, and the most selective private universities.

Grades Served/Target Population

Grades 9 through 12. Starting with grade nine in the first year, 2019–2020.

Small School Size

A small school setting with approximately 100-120 students per grade level.

Location

ILCH will be located at a local church campus that will provide safe and accessible facilities necessary for all students to accomplish a rigorous program.

Unique Elements

- Student will be engaged in college coursework alongside high school classes with the opportunity to save time and money, a powerful motivator for students to work hard and meet serious intellectual challenges.
- Blended learning environment
- Real-world work and career exploration
- Senior year capstone project to design and operate a non-profit agency
- High tech, high standards, high expectations, high engagement
- Pathway of acceleration

High School Curriculum

All students in ILCH (grades nine through 12) will be enrolled in the course work required for entrance to the University of California, California State University, and selective private universities. The curriculum will be engaging and rigorous, meeting and exceeding Common Core State Standards. It is the expectation that all students will take college-level courses in 11th and/or 12th grade. Students will be provided access to site-based and digital-based curriculum.

Are there other schools like ILCH?

ILCH will be similar in design and educational program to some of the best public and private schools in the United States but will actually provide a new model of leadership learning for the region.



Vision

The vision of ILCH is to sustain a high-quality community charter school founded upon innovative instruction and character education to create 21st century leaders.

Mission

The mission of ILCH is to empower students to be dynamic leaders who are well prepared for universities and careers. We will ensure that every student will graduate from high school and will be university and career ready. This will be accomplished by:

- > Small school environment
- Challenging students with rigorous and high academic and personal standards.
- Flexible/accelerated scheduling
- ➤ An innovative and viable College Prep Program utilizing online college coursework.
- An effective and robust internship program to enable students to gain and apply valuable 21st-century skills through strong community and business partnerships.

Details of the Mission Statement

Small school environment

In order for students to develop strong relationships with the staff, their peers and the surrounding community, the leadership team recognizes that the students need to be placed into classrooms with small class sizes. Students will need to feel comfortable taking academic risks and having access to adults who can mentor and guide them rather than just manage. A small school allows for students to join more of a family than an institution and makes it harder for them to go unnoticed and retreat from their community.

Challenging students with high academic and personal standards

Academic standards

- Every student takes rigorous coursework.
- Every student will fulfill the UC/CSU A-G requirements and apply to two universities
- Expectation of being enrolled in college coursework.
- Students at ILCH will be expected to perform well in all classes. Students' grades and progress will be closely monitored by staff, students, and parents. Any students receiving "C" or below will be provided support to ensure success (e.g., tutoring).

Personal standards

- Every student along with his or her assigned Success Coach will create a Personal Leadership Plan ("PLP") and will take a Leadership Course for at least one elective in high school.
- Self-regulated learning is expected and strategies are taught.
- Each student will create and leave with a portfolio of student success.



> Flexible scheduling

Each grade level schedule will contain three modes of instruction to attain credit toward high school graduation. Ninth-grade students will generally not be enrolled in college coursework. The three modes are traditional, on-line learning, and community college courses. A detailed plan is included below.

> College coursework

Partnering with Coastline Community College, UC Scout, and other online offerings, students have an opportunity to earn up to 60 units of college credit (equivalent to 2 years of college).

> An effective and robust internship program through strong community and business partnerships

For true transformative learning to take place, it is imperative that students are offered the opportunity to implement and utilize their leadership and 21st-century skills in a practical manner. Internships are an important vehicle for students to engage in real-world experiences to better instill these key skills. All students will be provided an opportunity to learn and develop through a robust internship program. This program will consist of the following components:

- Strong, committed educational partners.
- Students will be placed in a safe, positive, and caring internship.
- Relevant, 21st-century learning experiences.

ILCH will work diligently to build strong community and business partners. Existing partners include Esri, the global leader in the development and supply of Geographic Information Systems ("GIS") software, located in Redlands, California. Other partners include Quanta and PBLA Engineering firms who have already committed to providing intern opportunities to our students. (Appendix M.) These partnerships will allow for students to engage in real-world opportunities and problem solving.

The Dream List

As part of the development of the high school, a list was compiled by administrators and founders through surveys, discussions with students, and various community meetings to develop a dream list of high school elements that would take the program "beyond the limits" (school motto). This list was paired down to items that were common among stakeholders and were consistently repeated in discussions and survey feedback. In today's world, a majority of students are disconnecting from their high schools and fully engaged in the virtual/digital world that brings them pleasure and meaning. This list represents what our school will seek to implement to re-engage young people in education that will have them saying, "I love attending school" or "I can't wait for Monday." This is a lofty initiative amidst the myriad of options students have in this century, but the founders agree that we must go beyond traditional means to re-engage the learner into educational pursuits. Bulleted below is our dream list.

Meaningful/purposeful schoolwork/projects that are real world and hands on.



- Relational culture built on mutual trust between students and staff creating a "family-like" atmosphere where students and staff support and care for one another.
- Highly engaging, supportive, and challenging teachers who understand that Rigor+Relationships+Passion= Changed lives
- Student ownership of the program through leadership and decision-making ability
- Sports, clubs, school-wide activities, off campus trips
- Students accepted to the most prestigious universities of their choice
- Media and technology rich

The dream list is not exhaustive but will form the foundation of what administration, parents, and students will work toward. The leadership of the Charter School will work tirelessly to accomplish each dream and the budgets reflected in the following pages will provide the resources to support each dream.

Meaningful/Purposeful schoolwork/projects

The first bullet above represents the need to engage the learner in work that brings purpose. Ask the typical high school student what they are getting from high school and most will give you an answer that they tolerate high school or are just putting in the time to get to college and career where life really begins (in their minds). Our goal is to engage students in real-life projects that are meaningful and intentional to draw them into education. For example, we have a new transient population in our town which are causing some issues for local homeowners and businesses. Students would be engaged in solving this problem through research, data collection, GIS mapping, networking with city leaders, developing resources and implementing the plan to solve the issues. Other students may engage in consulting with a local business on improving their marketing plan to increase revenues and presenting the plan to the owners.

In addition, the Charter School will use "Tools Integrating Purpose" or what we have coined as TIPs. TIPs allow students to generate income and learning and the same time to accomplish their goals. For example, the Charter School will purchase a UV light flat bed printer to develop banners, awards, teeshirts, spirit packs and other branded products for local businesses and non-profits. The sale of these items will then be reinvested into student programs such as the "semester abroad" program and individual college scholarship accounts for students involved in utilizing the TIPs. Earning money for college while learning is highly motivational and engaging. Instead of waiting for us to find careers for students to investigate, we will bring the careers to them in the form of work and leaning experiences. Imagine the concept of students who want to travel to Spain for a summer language institute. They develop a business plan and implement the plan to sell products to the community to raise the funds needed. Is this learning or a business or both? With TIPs we empower students to develop innovative ways to fund their ideas and dreams.

Relational Culture built on Trust

Building a "family-like" culture built on trust is paramount to a positive experience at school. Without trust, a school or even organizations must initiate rules. Rules based environments are stifling and do not promote the positive cultures that inspire learning and innovation. Therefore, the Charter School will work tirelessly to implement a trust culture in which there are only four basic rules.



- 1. Work hard to succeed
- 2. Respect and care for others
- 3. Dress matters
- 4. Be where you are supposed to be, do what you are supposed to do

Building trust requires giving trust to others. Students will be provided with trust in different areas and allowed freedoms as long as they use their liberty in appropriate ways. On-going trust circles during the Leadership Lounge will address issues or patterns of behavior that need to be solved. In the absence of student solutions, administration may implement more rules with the knowledge that the trust needs to be rebuilt before the rules are removed.

In order to build a positive culture, students need time together. Therefore, students will meet in their grade-levels each week during the Leadership Lounge. Fortunately, the church facility has four large meeting spaces that accommodate 200-800 students at a time. These large areas will become "student lounges" where it will host motivational speakers, career talks with local industry leaders, trust circles, and myriad activities designed to build unity and positive relationships.

Highly engaging, supporting and challenging teachers/staff

This dream is simple. Find the best, brightest and most passionate teachers and Charter School staff. They will be paid above average but as research shows, their work environment will be one that they will have pride and ownership of. They will be intentional with their efforts to build rapport with students and inspired by the mission to serve their community.

Student Ownership of the program

The more students are in charge of their learning and daily tasks, the more engaged they will become. Students will become partners in the school experience with the staff. They will determine the elective choices for upcoming terms, provide feedback on teacher instruction, lead assemblies, sit on finance committees, be a part of board meetings, run a "student court" style mediation program for minor behavioral issues, design mascots, and make operational decisions that will impact their school-day. The purpose is to allow students to practice leading in a safe and structured environment. For example, students may desire to have German taught as a foreign language in addition to the choice of Spanish. Students would be part of the myriad of details that would require German to be taught using research with the student population, to UC approval, to budgetary impacts, to board approval and teacher hiring. The value with including students in the process is that they now own the decisions and are more likely to participate in the programs they create and help design.

Sports, Clubs and Activities

Human beings need to engage in social activities that teach and demand different skills than if they were in the classroom. They need social outlets beyond a discourse on the Vietnam War. ILCH will dream and design different activities to meet this human need. The Charter School will hire a leadership coach to design and implement these activities throughout the Charter School. During the first year, the Charter School is expecting to have sports comprised of basketball, volleyball, and cross country. Other



sports may be added based on student interest. After-school clubs will need the approval of the facility owners to meet in the facilities provided. Other planned activities involve an overnight trip to a local university, service project in Mexico, and inner city work in Los Angeles at a homeless shelter. These are deliberate learning experiences that students will design and choose from during the year. This is a program coined "Choose your Own Adventure." During the first two weeks of school, students will be exposed and presented with several different off campus experiences that will stretch their character and learning. These "adventures" will be based on student interest, their research and approved through the ILCS Board of Directors.

Students accepted to the most prestigious universities of their choice

This dream item is in reference to the result of the combination of years of hard work and rigorous curricular programs.

Media and technology rich environment

The 21st Century is fully integrated in the technological world and most students going into high school have been using technology and devices since they were young. ILCH dreams that the use of technology will outline our "SAMR" model of technology with an ultimate goal of "Redefinition" which is the use of technology for the creation of new tasks that were previously considered inconceivable. The Charter School will start with one to one devices for all students with access to instruction in GIS mapping, 3D printing, graphic design and other technological classes.

Commitment and Core Values

ILCH's core values are centered on creating a high school that is cohesive and engaging for students while preparing them for college, career, and life by integrating rigorous academic career-based learning and real-world workplace experiences.

ILCH is committed to expanding students' options and opportunities; making high school an exciting learning environment where students are engaged, challenged, and confident, understanding that what they're learning will prepare them for 21st-century careers.

Through ILCH, students choose a pathway theme that connects relevant coursework and allows them to apply their knowledge in real-world settings through internships, externships, and job shadows.

We commit to these four components:

- 1. A rigorous and challenging academic component that includes English, mathematics, science, history, geography, and other pertinent courses.
- 2. A postsecondary component of three or more elective career-focused courses that help students gain the knowledge and skills that can give them a head start on a successful career.
- 3. Students engage in job shadowing and internships before they leave high school, helping them to understand all the possible choices available to them.
- 4. Personalized support services including resume, interview counseling, and supplemental instruction in reading, writing, and mathematics that help students master critical academic and career-based components of their education.



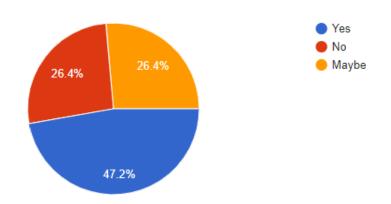
Target Student Population

The target population is comprised of secondary students who seek an academic environment of high standards, rigorous curriculum, and preparation for leadership in their endeavors. These students will also be seeking a small school environment that works to personalize their academic plan and accelerate their education by helping them successfully complete college coursework. Current obstacles include the length of the school day, large school enrollment, large class sizes, traditional curriculum and delivery systems, and static groupings in the traditional public schools that restrict students from receiving more opportunities to learn, accelerate, and personalize their education; thus many families in the local area have sought out private school options or even home schooling. The ILCS-sponsored survey results, below, indicate the school choices that ILCS parents would be opting for in high school. This survey was given to parents in the Fall of 2018. The ILCS survey indicates the high desire of parents to have their students attend an Inland Leaders High School option.

FALL 2018 Survey Results

Assuming there is NOT an Inland Leaders High School next year, would your child attend Yucaipa High School (YHS)?

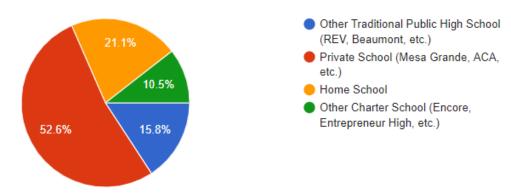
72 responses





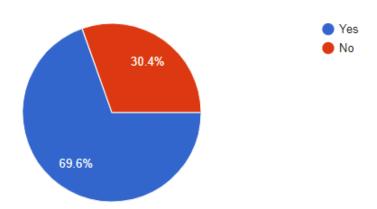
Since your child would not attend Yucaipa High School, where will he/she attend high school?

19 responses



If there is an Inland Leaders High School this coming (2019-2020) school year and considering the initial startup limitations of launching a new high school as stated above, would your child attend Inland Leaders High School?

69 responses



As demonstrated in the table below, ILCH anticipates enrolling approximately 116 students in ninth grade (8 on full time independent study) in its first year of operation. At full build-out in 2022–2023, ILCH anticipates enrolling approximately 464 students of which a maximum of 32 could participate in independent study.

Enrollment projections

Grade	2019/20	2020/21	2021/22	2022/23	2023/24
9	116	116	116	116	116
10		116	116	116	116
11			116	116	116
12				116	116
Total Enrollment	116	232	348	464	464
ADA at 96%	111.36	222.72	334.08	445.44	445.44

ILCH seeks to enroll a population that reflects the racial and ethnic balance of the territorial jurisdiction of the District, as demonstrated in the table below and discussed under Element 7, and shall admit all students who wish to attend the Charter School, subject to capacity.

2017–2018 Local School Demographics

Schools	# of Students	% Special Ed	% EL Students	% free or reduced lunch	% Latino/ Hispanic	% African American	% White
CECA (K- 8th)	672	9.2	4	25.1	29.2	1.3	65.9
ILCS (K- 8th)	964	10.5	5.1	30.5	26.9	1.0	69.7
Mesa View MS	834	16.7	8.6	58.5	46.9	1.3	47.8
Park View MS	1052	15	6.4	57.4	46	1.1	49.1
YHS	2,812	13.2	5.5	47	38.9	1.7	54.8
YCJUSD	10,063	12.59	7.8	51.6	41.8	1.5	53

Source: California Department of Education, Data Quest 2017-18

What It Means To Be an Educated Person in the 21st Century

The world has become a global marketplace with ever-expanding sources of information, technology, and advancement. We have evolved from a performance-based society, where the adult practiced what was learned in school, to a learning society, which demands that children develop a flexible set of abstract learning and coping tools and skills. It has become important to learn how to learn in this dynamically changing world. It has become crucial to understand who you are in light of others and to develop character traits that will lead you as well as others in bettering society. To produce the leaders of tomorrow, students require the following.

- 1. The ability to work independently and as part of a team: Educated persons are self-motivated, self-directed, and self-reliant individuals who can pursue an area of inquiry on their own. They also have the social, collaboration, and communication skills necessary to work with others as part of a team. They are able to determine when to be a leader and when to be a follower. They respect and value each other's opinions and use appropriate strategies for solutions.
- 2. The ability to be developers, creators, and initiators: Students need the ability to use information from various sources, ranging from the Internet to living and breathing people. They must see the possibilities of "what can be" and be inspired in a shared sense of purpose within an organization. For example, students need the ability to read a book, but they also need to know how to author their own works.
- 3. Be critical thinkers to search for solutions to a wide variety of problems: Students will need the ability to define problems, determine steps to find solutions, and then implement these solutions. They will need to be willing to expose themselves to success and failure by taking risks.
- 4. Sensitive to difference among people and places locally, regionally, and globally: By utilizing ILCH's proximity to Esri—the leading provider of Geographic Information Systems ("GIS") software—underscores that geography provides a powerful organizing framework for understanding our increasingly interconnected world. See <u>Appendix V</u>.
- 5. The ability to work with tools and technology: The educated person must seek out opportunities to improve knowledge of tools and technologies that may assist in streamlining work and improving productivity. They must be open to change and demonstrate an interest in learning about new and emerging tools and technology. An emphasis will be placed on understanding and implementing GIS.
- 6. The ability to plan and organize: The 21st-century learner must be able to develop and plan for projects, breaking down large problems to manageable components. They must be flexible and adaptable in being able to modify plans, goals, actions, and priorities with changing situations. They must develop time management skills and have the ability to establish goals, prioritize, and develop timelines to ensure project success.

An educated person in the 21st century has a foundation of leadership and inner pride. They possess the confidence to know that they are intelligent enough and perseverant enough to take on any challenge in life, and they possess the leadership skills to support others in their life challenges. They possess the confidence and ability to drive positive change in their families, their communities, and their country. An educated person in the 21st century will be mentally and physically healthy, with an awareness of their value and the value of others. They will have the necessary skills to connect with and meaningfully contribute to their community and society. ILCH will expect its graduates to engage in a system of thinking that involves articulating ideas and making informed decisions by hypothesizing, connecting, analyzing, using evidence, and evaluating significance and perspective. The ILCH program will create the conditions in which students will become self-motivated, self-regulated, competent, lifelong learners.



How Learning Best Occurs

ILCS/ILCH 5 CORE ELEMENTS

Family First

Student Leadership

Small, Personalized
Learning
Communities

Rigorous
Individualized
Programming

ILCH's beliefs regarding how learning best occurs can be summarized into five core components: (1) family first; (2) student leadership development; (3) small, personalized learning community; (4) rigorous individualized instruction; and (5) results-oriented programming. The petitioners agree that these five elements form the foundation for a successful public school and embody our vision of how learning best occurs. Each of these core elements contributes to the overall goal of the Charter School, which is the creation of self-motivated, competent lifelong learners.

Core Element #1: Family First – Parent/Guardian Involvement

We believe that our community of learners—combined with strong family involvement, effective family models, and great teaching—will create an environment of success in which the struggling as well as proficient learner will exceed expectations. Parents/guardians and families play a critical role in supporting their students' education. Research reveals that students are the most academically successful when strong family-school partnerships exist (Lezotte, 1999). It is the desire of ILCH to foster strong relationships with families and parents/guardians through both direct and indirect methods. ILCH shall provide a support structure not only for students, but also to connect diverse families within a strong school community supporting each other to raise healthy, educated children. Parents will be highly encouraged to volunteer at ILCH to support their student and the Charter School. ILCH recommends that parents volunteer 20 hours a year. This is neither a mandatory requirement nor does it affect student enrollment. ILCH will not log volunteer hours of community service but will accept them in the spirit of volunteerism and support of the Charter School and students.

ILCH will hold family nights each semester to promote unity and strengthen the school community, create strong expectations for families to participate at the Charter School, and facilitate the creation of a Parent/Teacher Advisory Committee to facilitate family and student support.

Parents shall be represented on the Board of Directors of the Inland Leaders Charter Schools, as described in the governance sections. Parents will be directly involved in the Charter School's governance and the development of school policy and functions through their participation on the Board of Directors and other committees.

ILCH views communication with the public and its parents as critical to its success. Therefore, ILCH will create a variety of effective channels for communication with parents, such as parent nights, an auto-caller, an interactive web site, newsletters, school open houses, news releases, DVD presentations, and parent phone trees. These strategies also assist parents who are unable to volunteer during school days by keeping them informed of the school activities through a variety of mediums.

Core Element #2: Student Leadership

ILCH believes learning best occurs when students are taught to be leaders. ILCH seeks to improve the quality of students through the integration of leadership skills and an emphasis on students' character traits. Each family and student will seek to develop five essential traits of a quality leader: **integrity, grit, responsibility, teamwork, and respect**. Students will receive direct lessons on such values and will be expected to promote them in their lives as well as the lives of their peers. Character education will be integrated into daily lessons as a framework for student reflection, activity, and lesson design. All students will be thought of as **potential leaders** and will be engaged in a variety of activities to make learning successful as well as meaningful for students—even those who have not had positive school experiences. ILCH will implement the *Habitudes* curriculum to support the implementation of the leadership standards at ILCH. The school schedule has been developed to provide a leadership class at the beginning of each day.

Goals of the Leadership Curriculum

- 1. To develop in every student an awareness of his or her own leadership potential.
- 2. To assist young people in developing essential leadership skills that enable them to act responsibly in all aspects of their lives.
- 3. To develop citizens who possess the leadership abilities to meet present and future challenges in a global society.
- 4. To provide students with opportunities to learn and practice essential leadership skills within a learning community.

Core Element #3: Small, Personalized Learning Community

ILCH believes that learning best occurs by maintaining a **small learning community**, in which the average student-to-teacher ratio will be 25 to 1, or less. This configuration is referenced in Figure 9, below, in the "attendance" section. In addition to the site-based student program, ILCH will maintain a population of students enrolled in an independent study program, which will correlate with the site-based program, as further described below. A variety of research indicates the immense benefits of keeping school populations to a reasonable size and maintaining small class sizes to help individualize instruction (Baker, B.D., Farrie, D. and Sciarra, D.G., 2016; Mathis, William J.,2016; Achilles et al., 1994; Achilles, Harman, & Egelson, 1995; Berrueta-Clement et al., 1984; Boozer & Rouse, 1995; Finn et al., 1989; Glass & Smith, 1978; Kiser-Kling, 1995). Class sizes need to be kept small to achieve the mastery learning.

Core Element #4: Rigorous Individualized Instruction

ILCH believes student learning needs to be as **individualized** as possible. Through high-engaging and high-interest lesson development, teachers will build on students' strengths as well as bridge gaps that might be evident. Through experience and research, ILCH has found that students should be able to accelerate their own learning and challenge themselves at the highest level. To best meet the individual needs of all students, some academic opportunities may be granted through WASC-accredited on-line programs as well. ILCH also recognizes the use of the Common Core State Standards as the foundation of the curriculum and the rigor necessary to accomplish the depth of understanding and application reflected in the Common Core.



Core Element #5: Results-Oriented Programming

Results-oriented programming refers to the belief that student learning and success should drive the educational program. As a part of this structure, teachers will be heavily involved in analyzing data, collaborating after students go home, and continually evaluating instruction and assessment. One of the major tenets of this approach to learning requires ample time for teachers and administrators to collaborate and design programs around student needs. Mike Schmoker has stated, "If there is anything that the research community agrees on, it is this: The right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting. Our experience with schools across the nation bears this out unequivocally" (Results Now, 2006).

Advocates for focused, structured teacher collaboration include Roland Barth, Emily Calhoun, Linda Darling-Hammond, Richard Elmore, Michael Fullan, Bruce Joyce, Judith Warren Little, Dan Lortie, Milbrey McLaughlin, Fred Newmann, Susan Rosenholtz, Rick Stiggins, James Stigler, Joan Talbert, Gary Wehlage, Grant Wiggins, Ronald Wolk, and numerous education research field experts.

Results-oriented programming requires a great amount of assessment and monitoring to determine if students are accomplishing the standards set forth. ILCH will utilize standardized computer assessments through the Northwest Evaluation Association ("NWEA") and Smarter Balanced Assessment Consortium ("SBAC"). NWEA is a nationally recognized assessment group with over 30 years of experience. These state standards—aligned assessments are given at regular intervals and are described in the sections below. With the use of computerized assessment, parents, teachers, and students are able to access student performance and data in a matter of seconds. As the SBAC assessment program is fully operational, teachers, students, and parents will also be able monitor student learning through regular Common Core State Standards testing. This type of data-driven decision-making is a powerful tool to support results-oriented programming.

Instructional philosophy

Mastery learning will continue to be highly emphasized throughout the learning process. Mastery learning agrees that all students will learn the material given the right circumstances and time. Students will have clearly defined objectives, aligned assessments, and time to master the objectives. Mastery learning is a tested and proven strategy for the improvement of student learning (Bloom, 1984). A student will progress to the next standard level once mastery is demonstrated and depth of knowledge is evident. A closely monitored assessment system explained in later sections will guarantee that students only move on when they are ready for the next level. Below is a brief summary of mastery learning.

How to instruct for mastery:

- 1. Major objectives representing the purposes of the course or unit define mastery of the subject.
- 2. The content is divided into relatively small learning units, each with its own objectives and assessment.
- 3. Learning materials and instructional strategies are identified; teaching, modeling, practice, formative evaluation, reteaching, and reinforcement, and summative evaluation are included.
- 4. Each unit is preceded by brief diagnostic tests.



- 5. The results of diagnostic tests are used to provide supplementary instruction to help student(s) overcome problems.
- 6. Time to learn must be adjusted to fit aptitude. A student does not move on to new material until prerequisite skills and material are mastered.

Constructive education is based on the belief that learning best occurs as learners are actively involved in a process of meaning and knowledge construction, rather than passively receiving information. The learners become the makers of meaning and knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners (Gray, 1998).

A constructivist classroom is a student-centered classroom. When the student is perceived as the meaning-maker, then teacher-centered, text-centered, and skill-oriented approaches are replaced by more student-centered approaches that emphasize processes of understanding. A constructivist, student-centered approach places more focus on students learning than on teachers teaching; the knowing occurs by a process of construction by the learner. In essence, it promotes teaching based on the ways in which students learn (Gray, 1998).

Contextual and constructivist education and learning are usually facilitated through **project-based learning** (Pickard, DeBates, & Bell, 2003). Teachers who facilitate learning by coaching learners to question and think exemplify project-based learning. In project-based learning, instructional activities and assessment are rooted in high intellectual standards; there is a correlation with brain-based learning principles; and the use of nontraditional practices and assessments should be evident (Pickard, DeBates, & Bell, 2003). These practices will produce learners who are actively involved in the process of constructing knowledge. Further, learning becomes a social activity when learners convey their "meaning-making" to others as they attempt to explain things they don't completely understand.

Project-based learning founded in constructivist theory requires new ways of teaching and learning. The teacher's role becomes that of coach, mentor, and guide, thereby making the student responsible for his or her own learning (Pickard, DeBates, & Bell, 2003). The teacher provides the foundation and scaffolding that allow students to think for themselves and to express and follow through with their own ideas, rather than depend on step-by-step directions from the teacher (Pickard, DeBates, & Bell, 2003). As students revisit and revise their understanding of concepts, they use academic knowledge, thinking, communication, management, and leadership skills—all of which are at the heart of an Inland Leaders education.

In ILCH classes, group activities and projects will be typical. These activities and projects can range from very simple to sophisticated and complex, but each is based on behavioral objectives, competencies to be mastered, and the performance of identified skills. As these methods are used, classes become more relevant and engaging for students (Pickard, Debates, & Bell, 2003). Ideally, the activity or project helps the student reach the established learning objective through the exploration and construction of knowledge, based on what he or she brings to the activity (Gray, 1998).

Goals and Actions for the ILCH Program to Achieve the Eight State Priorities

Please see Element 2 of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code



Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Description of the Educational Program

Inland Leaders Charter High School will be a primarily seat-based program with students starting class at approximately 8:00am and ending around 3:00pm. Students will attend 4 classes each day with classes lasting 86 minutes in length on a block schedule. This model will allow for acceleration and flexibility in a student's schedule to take online college coursework in their junior and senior years. All graduates of ILCH will exceed the academic entrance requirements for UC/CSU admissions. Due to the expected diversity of the student population, the school will use a variety of supports and pedagogical strategies to ensure that all students succeed.

A. Leadership, Resource Studies, and Service Learning

Leadership and personal development shall serve as the foundation of the culture and academic program at ILCH. We believe that a self-confident, motivated, and self-aware student can achieve academic and personal success. It is our goal to ingrain the belief of accomplishment and success in every teacher and student. Students will learn that in spite of circumstances, challenges, or setbacks, they have the capacity to live an amazing life and master the content of any subject they take.

ILCH students will participate in relevant internships, Service Learning projects, and community-based projects, volunteering to meet the expectation of at least 20 hours of commitment per year. Each student's commitment and participation in his or her chosen nonprofit organization, social issue, or cause will be integrated into his or her English Language Arts and Leadership Course through reviews, presentations, and writings culminating in a senior capstone project.

B. Small and Personalized Learning Environment

The environment will be small and personalized. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. ILCH will provide these opportunities to its students and faculty through its small size (approximately 330 students) and small classes (student-to-teacher ratio 25:1). In addition, ILCH will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. Research (Hattie, 2002) shows that the teacher comprises 30% of the variance in student success. We also will support interdisciplinary teams of teachers working at a particular grade level to make connections across the curriculum.

C. Advisory/Success Academy Program

The environment will be personalized via an advisory program. Each student will have one faculty member serve as his/her Success Coach for 4 years. The Coach will meet and lead a weekly leadership/personal journey course that will support a healthy, balanced, and productive high school experience while ensuring a successful transition to college. As the school progresses, students will become "Coaches" to other students along the path of success.

The Success Academy program is the overall school intervention program that provides students with before and after-school targeted classes to address learning gaps and foundational skills. This program is staffed with credentialed teachers and specifically targets students who are failing their



classes or showing low scores on proficiency exams in math and/or language. These classes maintain very small class sizes and meet twice a week for one hour.

D. Self-Discovery and Goal Setting

The program will foster self-discovery and goal setting toward a life of purpose. Students will explore who they are and what makes them "tick" as human beings through their beliefs, values, interests, passions, talents, and visions for the future. Students will be exposed to conversations and consider the contributions they would like to make in the world. Through growth and personal discovery, students will develop meaningful aspirations that will help them set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Knowing who we are as individuals clears the path for setting well-defined goals, creating a natural motivation to learn, as well as a foundation for success that will support students throughout their lives.

E. Personal Leadership Plan

Each student will have a PLP. As part of the self-discovery growth process, each student—in collaboration with his or her mentor and parents—will develop a PLP. The PLP will reflect how to meet and exceed goals that fit the student's personality, learning style, preparation, challenges, interests, and personal and professional aspirations. Our belief is that each and every student has a purpose and unleashed potential within. It is our goal to support students to work at their full potential, pursue their individual passions, and take personal responsibility for their own learning and success. Each year, students, along with their Success Coach and parents, will examine their PLP to see what they have learned and achieved in order to refine their goals and plans based on their educational experiences. This process will help them initiate the next cycle of self-exploration, goal setting, and planning. Increasing students' self-awareness and their participation and experience in setting goals and evaluating how well they are doing in reaching those goals are essential skills for success in the 21st-century workplace.

F. College and Career Planning

Each student will be guided through college and career planning. Our goal is to assist students in preparation for college through classroom activities, small groups, and individual counseling. Students will choose colleges matching their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. They will explore various career options and steps needed to fulfill that desire.

G. Balance of Cognitive (Thinking) – Affective (Feeling) – Conative (Wanting) Goals

Studies have shown that emotional intelligence, life skills, and self-efficacy (e.g., motivation, leadership, and interpersonal skills) are as important for success in today's workplace as academic qualifications (Daniel Goleman, *Emotional Intelligence*; Albert Bandura, *Self-Efficacy*). The goals of the program are to improve social and professional relationships, to foster mutual cooperation among students and teachers in solving problems, to help students develop a stronger sense of belonging to the school and the community, to foster both cross-cultural sensitivity among students and respect for life, and to promote a sense of self-empowerment in making healthy life choices.



H. Well Qualified, Valued, and Supported Teachers

The faculty will consist of well qualified teachers who are valued and supported. Teachers will hold appropriate teaching certifications. Professional/personal development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. ILCH knows the "power of the teacher," so nurturing and growing confident and passionate teachers is at the core of our mission. ILCH will be providing a higher level of compensation than the surrounding districts for teachers in order to attract the "best and the brightest."

I. "Healthy" School Culture

A "healthy" school culture is an essential component of the ILCH vision. ILCH is a school of personal responsibility, self-efficacy, high expectations with no excuses, and care. The culture of the school will be that of a learning community in which each member works toward a set of individual goals, takes responsibility for the success of his or her own PLP, and is nurtured by the community to reach his or her highest potential. Teachers, administrators, and staff will work with a coach to develop annual goals and set up an evaluation process similar to the students' PLP. This process is highly motivating and supportive for teachers, and is likely to enhance retention, as teachers are respected, have access to a career path that continues to develop and mature over time, and have mechanisms through which they may address career issues in a supportive environment.

J. Pedagogy (Teaching Methods)

ILCH recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, ILCH will employ a range of pedagogical strategies that are considered "best practices" in the field and supported by the most current educational research. This variety of instructional methods will provide opportunities for all students to learn academic content at high levels of conceptual understanding.

- **Teacher as Facilitator:** The teacher acts as the facilitator of student learning and is not the one with all the knowledge but is a facilitator of thinking and learning.
- **Differentiated Instruction:** Teachers will be trained to effectively develop and deliver curriculum to heterogeneous groups of students.
- Interdisciplinary Curriculum: To facilitate greater conceptual understanding and to make content more relevant, lessons and units will integrate the various core curricular areas whenever possible.
- Project-Based Instruction: Projects will link the curriculum content with students' real world experiences, making learning more relevant and valuable to their lives outside of school. For example, students will learn to use geographic information systems and related technologies to integrate and analyze social and environmental data to investigate phenomena like invasive species, pollutants in water and soil, safe walking routes, noise landscapes, and many others. Research on project- and problem-based learning indicates the importance of connections between the classroom curriculum and the "world beyond the classroom." Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.
- Integrated Technology: Technology will be used as a tool throughout a student's experience at Inland Leaders Charter High School to provide each student access to information stored around



the world, and to facilitate communication and collaboration on projects with other students. For example, hand-held computers, laptops, and high-speed Internet will be an integral part of the program to which all students will have access.

K. Technology

Technology will be integrated into all core and extracurricular classes in an effort to provide students with opportunities to enhance problem-solving techniques and critical thinking skills. Students will utilize computers in the learning process. The intent is to aid students with rapidly emerging technologies that are available as problem-solving, communication, and research tools. As a result, essential skills will be learned for future use in today's "technology-rich" global economy. Students will specifically engage with GIS systems to develop the advanced analysis, evaluation, and research needed to solve meaningful problems.

L. Academic Excellence

In the area of academic excellence, ILCH will hold high expectations and provide numerous avenues of support so that each learner succeeds. Students will be expected to be a leader on their campus and teach leadership lessons to elementary and middle school students throughout the school year. ILCH will use the State Standards, state frameworks, adopted and aligned instructional materials, and common formative and summative assessments as the coherent foundation for rigorous curriculum and instruction. Students will follow the State Standards in the core academic areas of math and English Language Arts. The Next Generation Science Standards will be taught for science. California state content standards will be taught for social studies physical education, health education (AIDS, drugs, social issues), and foreign language (Spanish). This rigorous program will be balanced with a strong intervention program designed to support at-risk students through free before- and afterschool tutoring classes targeted at students who require extra support in math and reading. In addition, students will be provided appropriate support during the school day through effective lesson design and teacher differentiation and a robust Response to Intervention program. Due to block scheduling, students who need to repeat a course will have that opportunity at the next semester rather than be required to wait a whole year for the course to repeat.

High school students will be engaged in challenging lessons and opportunities to think critically and demonstrate their learning in a variety of ways. Differentiated strategies will deliver standards-based, grade-level instruction that reflects individual student needs and results from ongoing common assessments. Individual students' progress derived from the NWEA tests, state and local benchmarks, SBAC tests, and other state-mandated testing will help deliver appropriate, accelerated classroom and schoolwide academic interventions and enrichment opportunities.

Flexible schedules will provide the recommended and required instructional minutes for classes and accelerated interventions. Sufficient time will be provided during and after school for students to have access to additional academic and interest-based classes and opportunities to meet social and personal needs. Such academic support is cost-free for enrolled students. Regular common planning time for professional learning communities to analyze student data, coordinate instruction, and communicate with families will continue to be at the forefront of the school's ideals.

To ensure courses are being taught at a rigorous pace and level, ILCH will refer to the appropriate assessment from the California Assessment of Student Performance and Progress assessment



program, and AP test or SAT II Subject test (depending on the exam offered for that particular course) as the end goal for the class. Through careful backward planning, teachers and staff will create a scope and sequence for each course in years 1–4 of ILCH's first charter term. With each year of incoming students, the initial scope and sequence will be revisited to make necessary additions and changes. As teachers are building their curriculum, they will be expected to use state-adopted Curriculum Frameworks as a starting point. Teachers will also have access to a variety of textbooks, outside texts, and AP curriculum and other resources as they are developing curriculum.

The instructional course of study that follows represents an answer to this question: What will it take to enable all ILCH students to reach the vision of a well-educated Inland Leaders Charter High School graduate? With that question as the driving force, the school's core curriculum will fulfill and exceed the UC/CSU A-G requirements:

As a college preparatory academy, ILCH will ensure that students complete the necessary "A-G" requirements" as outlined by the UC and CSU systems to ensure that entering students:

- Can participate fully in the first year program at the university in a broad variety of fields of study;
- Have attained the necessary preparation for courses, majors, and programs offered at the university;
- Have attained a body of knowledge that will provide breadth and perspective to new, more advanced studies; and
- Have attained essential critical thinking and study skills.

The following general criteria will serve as the baseline for creating all course offerings at ILCH:

- Be academically challenging;
- Involve substantial reading and writing;
- Include problems and laboratory work, as appropriate;
- Show serious attention to analytical thinking as well as factual content;
- Develop students' oral and listening skills.
- Develop students' presentation of learning skills

1. Course Requirements for Graduation from ILCH

Graduation from ILCH will mean that each student will have successfully completed all UC/CSU "A-G" requirements and obtained the minimum 225 credits. The following chart represents minimum course requirements.



Department	Course	Credits
ENGLISH	English	40
SOCIAL STUDIES	World Geography	5
	Modern World History	10
	U.S. History	10
	American Government/Economics	10
SCIENCE	Physical Science	10
	Biology	10
	3rd-year UC-Approved Science	10
MATHEMATICS	Algebra I	10
	Geometry	10
	3rd-year UC-Approved Math	10
HEALTH	Health	5
PHYSICAL EDUCATION	PE	20
FINE ARTS	Fine Arts	20
FOREIGN LANGUAGE	Foreign Language	30
ELECTIVES	Student Choice	25
LEADERSHIP (elective)	Designated Leadership courses	10
	Total	225

- 4 Years of English Language Arts
- 3 Years of Math
- 3 Years of Sciences
- 2 Years of Leadership/Resource
- 3 Years of Social Studies/History (plus Geography)
- 3 Years of Foreign Language
- 2 Years of Physical Education
- 2 Years of the Visual/Performing Arts

High School/ College/ILCH comparison requirements

High School Subject Area	State-Mandated Requirements for High School Graduation (EC 51225.3)	ILCH Graduation Requirements	UC Requirements for Freshman Admissions
English	3 years	4 years	4 years
Mathematics	2 years	3 years	3 years
Social Studies	3 years	3 years (plus Geography)	3 years
Science	2 years, including Biology	3 years	3 years
Foreign Language	2 years of Language and/or Arts	3 years	3 years



Visual/Performing Arts	2 years of Language and, or Arts	2 years	2 years
Physical Education	2 years	N/A	N/A
Electives	Not defined	3 semesters	1 year

2. Alignment with State Standards

ILCH will fully implement the State Standards and meet the requirements of State Standards in each content area. ILCH will work in teams to create curriculum that is integrated across subject areas and grade levels to align with the State Standards.

3. Social Equity

All students will be provided equal access to a well-prepared, qualified, caring staff, and a rich learning environment that includes grade-level standards-based instruction; academic interventions; learning resources; leadership and recognition opportunities; exploratory programs; sports, clubs, and enrichment activities; and, to the extent possible, placement in heterogeneous classes.

A fair, safe, and healthy school environment will be sustained through a policy of positive discipline; civic and character education; safe and engaging facilities; access to adult mentors and counseling; and school and community health and social services.

ILCH will foster a distributed leadership, collaborative decision making, and regular data analysis to realize and sustain a vision for focused learning and continual improvement. ILCH will use a distributed leadership program to help students feel a part of the decision-making process at the school and involve them in the ways listed below. Distributed leadership, as defined by Lou Cicchinelli in his book <u>Success in Sight: A Comprehensive Approach to School Improvement</u>, maintains that all staff members and stakeholders are a part of the leadership process at the school site (2006).

- 1. Student leadership council
- 2. Class (grade level) leadership
- 3. Classroom leadership
- 4. Team leadership
- 5. School board liaison
- 6. Suggestion boxes or regular meetings with the principal that are open by grade/class
- 7. Participation on planning teams for school events, such as:
 - Lunch events
 - Assemblies
 - Spirit days
 - Multicultural events
 - Parent nights
 - Transition events
- 8. Debate teams
- 9. Club leadership
- 10. Sports leadership



- 11. Training as peer helpers and mediators
- 12. Training as leadership mentors for elementary and middle school students
- 13. Visitor relations
- 14. New member helpers (trained to guide new students around campus)
- 15. Buddies (trained to help elementary students in different aspects)
- 16. Planning team members for fairs and competitions
- 17. Finance committee, outreach committee and curriculum committees

Curriculum and Instructional Design

Many teachers begin curricular planning with textbooks and favored lessons or activities rather than deriving those tools from targeted goals or standards. The backward approach to curricular design begins with the end in mind: the desired results. At ILCH, the desired results are college-level preparedness, high passing rates on SBAC, SAT II Subject tests, and AP exams. The second stage in backward design is to determine acceptable evidence— how to measure the attainment of those targeted goals or standards. Thinking like an assessor and creating assessments before the end of a unit not only helps to clarify goals, but also results in more sharply defined teaching and learning. In the third stage, teachers plan learning experiences and instruction. As a result of this backward design process, teachers make informed choices about which instructional techniques will facilitate student learning. Teachers and students perform better when goals and expectations are well defined.

Curriculum texts

ILCH will choose from the state list of approved publishers, and students will have access to state-adopted curriculum. ILCH is committed to being State Standards-driven and supporting coursework with whatever is necessary until state-adopted text books are available.

Overview of Subject Content Areas

A. Leadership & Resource Studies

Leadership and personal development will serve as the foundation of culture and the academic program at ILCH. ILCH will meet the needs of students by developing a rich set of courses and enrichment opportunities that infuse learning with technology, visual and performing arts, career/real-world connections, service and project-based learning, and multicultural experiences. Stakeholders will engage students as lifelong learners by developing socially relevant cross-curricular understanding and opportunities for meaningful participation during and after school.

As part of the academic program, students will develop and implement a "Capstone" project which will require and inspire them to create a 501c3 non-profit organization to improve the world around them. The project will be titled "Better my World" or the BMW project. Students will begin the project as freshman in their leadership classes that will include research, planning, report writing and presentations. By the time the student is a senior they will have designed and implemented the project along with the service that it was meant to accomplish. These projects will be viewed and celebrated by the school community in March of the Senior year. Students who enter ILCH as Sophomores or Juniors will be assigned to a group "Capstone" project that will allow them to take on a role and tasks appropriate to a new student. Each student will be assigned a capstone project or BMW sponsor made



of the staff and teachers at the campus to help encourage and guide them through the process. Projects will be graded, defended in public, and a required element of graduation.

Close relationships for accountability and engagement among students will be fostered with adults who share extended time through grade-level, subject-area, or interdisciplinary small learning communities. An advisory program to ensure that each student has frequent contact with an adult Success Coach or teacher to plan and assess his or her academic, personal, and social development will be implemented.

ILCH will work with local middle schools to inform students and families about academic and behavioral expectations and to promote seamless, articulated transitions.

We believe that a self-confident, motivated, and self-aware student can achieve unlimited academic and personal success. It is our goal to ingrain the belief of accomplishment and success in every teacher and student. Students will learn that, in spite of circumstances, challenges, or setbacks, they have the capacity to live an amazing life and master the content of any subject they take. ILCH has chosen the *Habitudes* leadership curriculum for high schools as a way to provide this training, and students will be required to read through the selected books that will provide a foundation and basis for ILCH's leadership curriculum. A sample of one of the lessons is provided in <u>Appendix D</u>. *Habitudes* curriculum is used on the campuses of many high schools and colleges including Purdue, Stanford, Duke, Ohio State, and a variety of other organizations. More information can be found at their website: http://growingleaders.com/habitudes.

The Resource Studies portion of this class will offer students the opportunity to:

- develop study skills
- enhance writing skills through differentiated writing assignments
- improve test-taking skills
- improve active listening and critical thinking skills
- develop resume and interviewing skills
- learn professional presence skills such as networking skills, dinner manners, proper conversational communication
- SAT/ACT preparation in junior year

If students demonstrate that they require additional assistance in any of the core subject areas, especially in math or English Language Arts, they will occasionally have supplemental instruction and assistance provided during this period.

B. English Language Arts

The ELA curriculum will integrate literature, composition, research, and communications with a central focus on developing students' skills as insightful critical readers and writers. ILCH will implement the Common Core State Standards in ELA and adopt a state-approved ELA curriculum.



Literacy

The curriculum is designed to help students read literary texts very closely to discover what the text says, what the text means, how the text affects them, and how the text achieves its effect. Students will study texts by a variety of authors from various countries and various periods. Students will be introduced to literature through the lens of critical literacy. The development of critical literacy skills enables students to interpret messages in the modern world through a critical lens and to challenge the power relations within those messages.

Teachers who facilitate the development of critical literacy encourage students to interrogate societal issues and institutions like family, poverty, education, equity, and equality in order to critique the structures that serve as norms as well as to demonstrate how these norms are not experienced by all members of society. Teachers engaged in critical literacy serve less as instructors and more as facilitators of conversations that question traditional power relations. "Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world and with each other."

Using critical pedagogical methods, teachers create spaces in which they can be learners and students can be teachers, thus providing a context for everyone to construct and interrogate theories of knowledge. An example of this practice would be offering students the choice of reading *To Kill a Mockingbird*, an American novel written by a White, southern female; *Wolf Whistle*, a novel with a similar theme of racial discrimination written by Lewis Nordan, a White, southern man; *A Lesson Before Dying* by Ernest J. Gaines, a southern African American man; or the play *A Raisin in the Sun* by Lorraine Hansberry, an African American woman from the Midwest.

All of these authors wrote about similar topics and themes during the same time period and were born in the pre-Civil Rights Era. By reading the diverse perspectives of analogous themes and evaluating the voices of these authors, students can assess the perspective of the authors in order to better understand their value systems and why characters were portrayed in a certain manner. A comparative study of these four authors and novels would offer students the opportunity to explore how authors with dissimilar backgrounds portray race, gender, and socioeconomic status.

Writing

At ILCH, we believe writing is the foundation for all learning. We understand that writing is central to success in and out of school. However, a report by the National Writing Project ("NWP") found that students do not get enough opportunities to express thoughts and knowledge through writing. We know that learning to write requires frequent, supportive practice. Evidence shows that writing performance improves when a student writes often and across content areas. Writing also affects comprehension. According to the 2000 National Assessment of Educational Progress Reading Report Card, students in grades four, eight, and 12 who said they wrote long answers weekly scored higher than those who said they never or hardly ever did so.

ILCH will teach writing as a tool for inquiry, critical thinking, and active learning. Writing is seen as process-oriented instruction as an approach to writing as "problem solving," offering students a range of strategies, such as prewriting, defining the audience, and "planning the writing," as well as drafting



and revising. A much-cited research review by George Hillock Jr. shows that "weaker writers spend little time planning, while skilled writers do more planning and reviewing. More skilled writers pay attention to content and organization, while weaker writers are more pre-occupied with the mechanics of writing, especially spelling. More effective writers spend more time on prewriting.

The following practices were cited by students who outperformed their peers or who received higher average scores:

- Planning Students who were asked to plan their writing at least once a week or once or twice a month.
- Multiple drafts Students asked to write more than one draft.
- Teacher-student discussion A positive relationship was evident between teachers talking with their students about what students were writing and student's writing scores.
- Portfolios A positive relationship between student writing scores and students saving their work in folders or portfolios.
- Writing at Inland Leaders Charter High School will incorporate these practices along with the balance of the following four key elements:

1. Content and Scope

An effective writing assignment does more than ask students to write about what they have read or experienced. It engages students in a series of cognitive processes such as reflection, analysis, and synthesis, requiring them to transform the information from the reading material or other sources in order to complete the writing assignment. An effective assignment might ask students to read a story and compare the motivation of two characters.

2. Organization and Development

An effective assignment gives students a framework for developing ideas and organizational guidelines that help them analyze and synthesize the information with which they are working.

3. Audience and Communication

An effective assignment goes beyond the use of a "pretend" audience, and offers the student a genuine opportunity to communicate to a real audience.

4. Engagement and Choice

Researchers also found that an effective assignment avoids the pitfalls of offering the students too much choice or none at all. Students need a reasonable amount of choice and direction for their engagement on the assignments and for finding a focus.

Writing to Learn Across the Curriculum

Writing will be used to achieve a high level of learning in all content areas, thus doubling the time dedicated to writing. This increase will be feasible if students are encouraged to write in all subjects, not



merely in English classes. Teachers will make writing part of everything they do. Rather than treating writing as a separate subject, they see it as fundamental to teaching all subjects and integrate it across the curriculum. Strategies across the curriculum include daily math journals in which students explain concepts and reflect on what they learn, explanations of solutions to problems, or comparing and contrasting different mathematical concepts; science journals will be used for students to make a prediction, write observations, and conclusions, or create an entry from a scientist's viewpoint; in social studies, students conduct family interviews, produce news articles, and keep journals in the voice of contemporary people or historical figures they were studying.

This curriculum shows that writing can be used in two ways: as a means to teach the student to master distinct forms and conventions of writing, as practiced in diverse subject areas (science reports, business plans, historical research, and so on), or as a means for the students to learn and retain content through informal kinds of writing such as a journal or learning log.

The following are examples of English courses by grade level:

<u>English 9:</u> This is a crucial foundational class to strengthen students' skills in reading, writing, speaking, and listening. This course may include having students read from a combination of short stories, poetry, and informational text from the Literature and Language Arts textbook as well as having students read and analyze selected novels throughout the year. Writing will be at the core of the content.

<u>English 10:</u> English 10 will build upon the skills learned in English 9 by continuing to have students analyze fiction and nonfiction texts as well as complete complex writing assignments. This course may also include a combination of reading short stories, poetry, and informational texts from the Literature and Language Arts textbook as well as having students read and analyze selected novels throughout the year. Writing will be at the core of the content.

<u>English 11:</u> English 11 will parallel what students will be learning in their U.S. History class. The literature may focus on American Literature and will consist of a combination of reading short stories, poetry, and informational text from the Literature and Language Arts textbook as well as having students read and analyze selected novels throughout the year as a class. Writing will be at the core of the content.

<u>English 12:</u> English 12 is designed to engage the students in higher-level critical analysis of literature. The reading for this course builds upon and complements the reading completed in grades 9–11. Because the themes of the English 11 course were drawn from American Literature, the majority of the readings in grade 12 may be from British and Latin American Literature. However, to ensure that students have readings from different time periods, works from early philosophers, such as Sophocles and Aeschylus, may also be used. Students will also read works of Mexican, African, South American, and European authors, poets, and playwrights. Writing will be at the core of the content.

C. Mathematics

ILCH will implement the Common Core State Standards in math and adopt a state-approved math text. The goals of this program are to have students apply their ever-increasing mathematical knowledge and skills to novel context and increasingly sophisticated mathematical problems. Students will then use those skills to further their understanding of other related curricular areas, such as science, social



science, the arts, and physical education. The ongoing assessment procedures monitor each child's level of mathematical understanding and skills (computation, problem solving, and application). The teachers will use internally created interim and state assessments in addition to assessments provided by the curriculum publishers.

The teaching staff will emphasize problem solving, communicating, reasoning, connecting, and technology. Staff will work toward building classrooms as mathematical communities as opposed to classrooms as simply a collection of individuals. Students will learn to use logic and mathematical evidence as verification as opposed to installing the teacher as the sole authority for right answers. The classroom will be founded upon the development of mathematical reasoning as opposed to merely memorizing procedures. Mathematical inquiry within the classroom will be based upon conjecturing, inventing, and problem solving and not on mechanistic answer-finding. Finally, students will make meaningful connections between mathematics, its ideas, and its applications, and move away from the understanding of mathematics as a body of isolated concepts and procedures.

Problem Solving: Students will recognize and understand problem solving as the focus of the mathematics curriculum. Problem-solving emphasis at every grade level and all ability levels will provide a context for the meaningful learning of concepts and skills and foster the development of higher-level thinking skills.

Communicating: Students will recognize and understand that mathematical development is fostered by giving attention to mathematical representation as they construct meaning in mathematics. The representation of mathematics includes physical models, oral and written language, pictures and diagrams, written symbols, and mental images. Students will be expected to be able to explain their mathematical procedures and thought processes both orally and in writing.

Reasoning: Students will recognize and understand that mathematical reasoning plays an important role in developing critical thinking skills. By use of either deductive or inductive reasoning, students will be able to state logical conclusions when given a set of conditions. As students gain confidence in their ability to reason and justify, they will strengthen their love of mathematics and their capacity for critical thinking and decision-making. In addition, as they come to see mathematics as a logical and orderly system rather than a set of arbitrary rules to be memorized, they will develop a strong ability to handle advanced mathematics problems.

Connecting: Students will recognize and understand the importance of connecting mathematical concepts learned within the classroom to real-world applications. Teachers will use every opportunity to apply what is being learned in the classroom to its application in the school, the community, and the world.

Technology: Students will implement calculators and computers in learning. As a result, emphasis will be placed upon conceptual development, mathematical reasoning, and problem solving. However, computational and manipulative procedures will also be emphasized. Mental computation, estimation, and reasonableness of results are also essential skills to be learned in a "technology-rich" society.



The following are examples of math courses offered:

<u>Algebra I/Mathematics 1</u>: Algebra I will be designed primarily for freshmen who did not take or successfully pass Algebra I in the eighth grade. Through the study of algebra, students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts will be developed and used in a wide variety of problem-solving situations. This course is foundational to assisting students so that they can be successful with upper level math courses.

<u>Geometry/ Mathematics 2</u>: The geometry skills and concepts developed in this course are useful to all students. The concepts of Euclidean geometry may be presented using projects and hand-on experiments. Learning geometry will also strengthen students' abilities to construct logical arguments and proofs. The ability to think critically will increase students' chances of doing well in future upper level math courses.

<u>Algebra II/ Mathematics 3</u>: This course complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra II will gain experience with algebraic solutions to problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, and the binomial theorem as well as the complex number system. The pedagogical approach will incorporate direct instruction, hands-on work, and investigation exercises.

<u>Pre-Calculus</u>: Pre-Calculus is a preparatory course for Calculus and will include trigonometry, math analysis, and linear algebra. Emphasis will be placed on a combination of theoretical concepts, deductive reasoning, and mathematical modeling. The goal of this class is to further strengthen students' mathematical foundational skills so that they will be prepared to take AP Calculus.

<u>AP Calculus</u>: This course will be taught with the depth and rigor of an entry-level college course. The course may use the College Board syllabi for the Calculus AB section of the Advanced Placement ("AP") Examination in Mathematics as a guide for topics to be covered. Calculus is a widely applied area of mathematics and involves intrinsic theory. Students mastering this content will be exposed to both aspects of the subject.

<u>AP Statistics</u>: This course is a technical and in-depth extension of probability and statistics. Students will study four broad themes in the study of statistics: (a) exploring and interpretation of data, (b) planning a study, (c) probability, and (d) statistical inference. Application to other fields of study such as business, medicine, politics, and the sciences are emphasized. Mastery of this academic content will provide students with a solid foundation in probability and enhance students' abilities to process statistical information.

D. Sciences

ILCH staff will implement a program to emphasize the students' ability to develop a broad base of knowledge in the sciences by providing science-related information; to think independently and critically, problem-solve creatively, work cooperatively and communicate effectively and clearly concerning matters of a scientific nature; and to "find the answer" among the ever-growing volumes of



scientific information. Students will understand the nature of, and appropriate ways to apply, the scientific method.

The science curriculum will be comprised of the Next Generation Science Standards and a core curriculum such as biology, chemistry, and physics. Within each course will be an integrated science approach that uses thematic units that connect the various disciplines. Along with the core courses, the department will offer advanced placement courses and electives that provide for advanced areas of study.

Science courses will be designed to emphasize the interrelationships of biology, chemistry, and physics. Classes will also require active involvement on the part of the student to develop critical thinking skills, problem-solving techniques, experimentation, observation and analyzing skills, and the ability to communicate these ideas clearly.

The goal of the science curriculum will be to provide essential skills and knowledge necessary for students to become scientifically literate citizens, as described in the Next Generation Science Standards.

Since the ability to collaborate with team members is an important life skill, end-of-unit science project assessments may include rubrics that assess not only science content knowledge, but also the following:

- Contributing to the Hypothesis
- Valuing the Input of Others
- Research and Information Gathering
- Sharing Data Collected
- Accountability for Assignments
- Cooperative Work Skills
- Listening Skills

The following are examples of courses that may be offered:

<u>Biology</u>: Biology is the study of living things. Course content will be built around major biological concepts such as biochemistry and the biology of cells, genetics, evolution, ecology, physiologic systems, and the diversity of living things. Additionally, concepts and skills will be reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included, as is consideration of the impact of human activity on biological systems.

<u>Chemistry</u>: This introductory laboratory science course will provide an overview of chemistry theories and concepts, including understanding the structure of the atom, solutions and equilibrium, periodic properties, bonding and common reactions, acid-base reactions, and oxidation-reduction reactions. Hands-on laboratory experiments will help students learn how to apply chemical principles, become familiar with chemistry laboratory techniques, and strengthen their critical thinking and reasoning skills.



<u>Physics</u>: Physics is another introductory laboratory science course that provides an overview of physics theories and concepts such as force, motion, energy, heat, electricity, light, magnetism, semiconductors, and waves. In addition to conducting hands-on laboratory experiments, students will be exposed to academic science vocabulary through the use of a textbook and/or other instructional materials.

Cellular and Molecular Biology: This advanced biology course will build upon concepts previously learned in biology and chemistry. Through this course, students will develop an in-depth understanding of cellular structure, function, and processes. More specifically, students will learn and apply the concepts of chemical components of cells, energy use—catalysis and biosynthesis, energy conversions, protein structure and function, DNA, RNA, protein synthesis, chromosomes and gene regulation, genetic variation, DNA technology, membrane structure and transport, intracellular compartments and transport, cell communication, cell division, cell cycle and cell death. Laboratory investigations will incorporate advanced procedures and further develop students' ability to analyze complex information. Students may also use primary sources to research current advances in molecular and cell biology, and debate their related ethical issues. Additionally, this course will prepare students who intend to choose science as a major in college and also will serve as a preparation for those who desire to take the AP Biology exam.

<u>AP Environmental Science</u>: This is a comprehensive, interdisciplinary course that emphasizes the application of the physical and life sciences to understand environmental issues, costs, and potential solutions. Students will develop their analytical skills and investigate the fundamental causes and impacts of environmental problems through laboratory, fieldwork, and class projects. This course will also prepare students for the Advanced Placement exam in Environmental Science.

<u>Health</u>: A comprehensive health unit will also be offered at ILCH. Students will have an opportunity to investigate, discuss, and role-play topics of concern to them. Issues involving self-esteem, drugs, alcohol and tobacco and their effects, dating, peer pressure, eating disorders, and human physical growth will be discussed.

E. Social Studies

The ILCH teaching staff understands that history is a process involving investigation and detection of the nature, causes, and effects of events and changes that take place in human life over time. Using a variety of media, ranging from primary-source documents to encyclopedias to digital technology and the Web, students will be connected to that process through the personal exploration of geographies, groups, and events, and the analysis of a wide variety of primary and secondary sources. By mastering the state content standards in history-social science, students will develop the skills to research, read, deconstruct, and derive meaning from facts that are sometimes widely scattered across time; support or refute interpretations of historians; and then construct and argue independent theses.

The staff will be committed to creating democratic citizenship that ensures that students will participate effectively in local, state, national, and international affairs; creating Americans who appreciate and understand the fundamental documents and ideals of the United States, and have respect for and knowledge of the diverse contributions to our national heritage; developing students who are responsible for geographic, economic, and human resources through an understanding of their various relationships; and cultivating historians who can acquire the knowledge and skills related to the several



subjects that study the motives, actions, and consequences of human beings as they live individually and interdependently.

To meet these goals, students will acquire the ability to use reasoning processes in economic, political, and social decision-making; comprehend the vocabulary, logic, and methodology of the several academic subject areas that make up the discipline of social studies; communicate ideas through speaking, listening, writing, and the use of other symbols with clarity and conviction; and choose and use the most appropriate technology to research and develop social studies and historical understandings.

<u>Research:</u> The staff will be committed to teaching sound research techniques. Students will learn how to locate information, read critically, take notes on what they read, recognize the bias of a source, and use the best evidence in support of their arguments. Students will learn that relevant evidence is critical to understanding historical judgments and that without it, neither written nor oral opinions merit much consideration.

<u>Writing and Speaking:</u> As important as developing research skills may be, they will be of little value unless students learn how to formulate a thesis, develop properly constructed paragraphs, design effective transitions, and create persuasive introductions and conclusions. In speaking, the students will learn the same techniques as those for writing, but with emphasis on composure, diction, voice pitch and speed, and gestures. Both forms of communication require a sense of the audience. Students will have many opportunities during their time in history classes to refine both their written and verbal expression.

<u>Assignments:</u> Staff will assign short critical essays and student-centered assignments such as debates, simulations, and oral presentations. The culminating activity for a specific unit of study may involve a short research paper or an essay test. Sometimes students may be assigned a long project that spans a large part of the quarter.

Students will be encouraged to develop a quality of open-mindedness that is reflected in respect for another point of view, tolerance for ambiguity, passion for truth, and respect for facts; sensitivity to various differences including those surrounding race, religion, gender, and ethnicity; and the ability to make personal choices characterized by thoughtfulness, courage, integrity, and honor.

In addition to learning the history-social science content standards for grades nine through 12, students will demonstrate the following intellectual reasoning, reflection, and research skills:

- Chronological and Spatial Thinking
- Research, Evidence, and Point of View
- Historical Interpretation

The following are examples of courses to be offered:

<u>World Geography and Cultures:</u> This course is aligned to the National Geography Standards. Within this course, students may use the case study approach to investigate real geographic challenges that the world faces today. For example, students may analyze statistics on pollution, invasive species, and habitat loss; explore the impact of population trends by creating and analyzing population pyramids; and



study three women micro-entrepreneurs to learn how they are changing the human characteristics of their African communities. Teaching and learning will be sensitive to differences among people and places locally, regionally, and globally. Taking advantage of the Academy's proximity to Esri—the leading provider of geographic information systems software—this course will support understanding that geography provides a powerful organizing framework for understanding our increasingly interconnected world.

<u>AP Human Geography:</u> The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Since its inception in 2001, AP Human Geography enrollment has grown considerably—from 97,762 in 2002 to 191,773 in 2012, making it one of the fastest growing courses.

See http://media.collegeboard.com/digitalServices/pdf/ap/ap-human-geography-course-description.pdf

And http://apcentral.collegeboard.com/apc/members/courses/teachers corner/220797.html

<u>Modern World History:</u> This course examines key themes in world history from a comparative perspective, with an emphasis on global political, economic, and cultural interactions. In addition to learning content knowledge, students may engage in higher-level critical thinking activities that entail interpreting primary historical documents, developing analytical skills, and expressing historical understanding both orally and in writing.

<u>US History/AP US History:</u> This course centers on the five founding ideals for the Declaration of Independence: equality, rights, liberty, opportunity, and democracy. We may use a curriculum such as *History Alive! Pursuing American Ideals*, an interactive curriculum that invites students to become engaged in this struggle, from establishing an American republic to the making of modern America. The students may also analyze original documents and write meaningful, coherent essays in which they locate their own identity in the course of history. Extensive reading and detailed written responses to document-based questions will help students take the Advanced Placement Exam.

<u>US Government</u>: This one-semester course will help students gain a better understanding of the U.S. government at the local, state, and federal levels, and how government affects their personal lives in different ways. In addition to studying the history and impact of the U.S. Constitution, students will learn about the three branches of government as well as about how they can get actively involved with effecting change at the local, state, and federal levels.

<u>Economics</u>: In this one-semester course, students will obtain an overview of basic micro- and macroeconomic principles, and will learn how these principles impact their own lives. The course will also have a component that builds personal financial literacy to prepare high school students to participate in the economy.



F. Foreign Languages

The foreign language department at ILCH will have the following philosophy of teaching:

- To foster an attitude of openness and appreciation of language, culture, and history.
- To empower students to function effectively and appropriately in another language.
- To instill a disciplined and serious attitude toward language learning.

Students are required to study a foreign language for 3 years; however, the department will encourage students to continue their study beyond this 3-year requirement in order to develop true proficiency.

As the Charter School grows and becomes more established, ILCH will seek to offer more world languages and specifically Chinese.

G. Physical Education

Students will be provided an opportunity to participate in physical education programs that may include independent study offerings with close supervision by the physical education teacher. As with all other college coursework, successfully passed physical education courses will count toward students' graduation requirements.

Concurrent Enrollment

The educational marketplace naturally contains many opportunities for students to learn subjects and skills that are not available in our small school environment. To supplement the core curricular offerings at ILCH, we will actively encourage concurrent enrollment at community colleges and other postsecondary institutions. Focus projects and independent study are options for students who want to explore in-depth study of a body of information through the sponsorship of an ILCH teacher and/or an outside sponsor with prior agreement by ILCH administration. These are typically used to supplement rather than replace courses offered at ILCH. ILCH is currently in development of a partnership with Coastline Community College to provide enrolment for students into their variety of online courses.

Independent Study Students

ILCH will offer an Independent Study program to students that correlates with the site-based program. ILCH recognizes that a site-based charter school is required to offer a minimum of 80% of its instructional time at the actual school facility, among the other requirements of Education Code Section 47612.5(e). The Independent Study teacher will be responsible for a maximum of 25 independent study students, which is the County average. ILCH estimates a total of 8 students will be in the ISP program in 2019–2020. The teacher will meet with these students and their parents on a weekly basis to determine goals, instruction, and assessment of student progress. Students in this program will be held to the same standards and expectations as those in the regular program. Parents who enroll their students into the independent study program will have access to extra-curricular programs, after-school interventions, field trips, books, and any resources available to site-based students. Independent Study students will be included in the state-mandated testing process and will be required to attend the school during testing periods.



In addition to complying with all the laws that apply to charter schools in California in general, ILCH shall comply with all specific laws applicable to independent study for its independent study program including, but not limited to, Education Code Sections 47612.5 and 51745 *et seq.*, and applicable provisions of the California Code of Regulations. As such, the provision of education through Independent Study shall be governed by an Independent Study policy adopted by the ILCH Board after a public hearing, and implemented in accordance with individual, fully executed master agreements and work and assignment agreements for each student. (Board policy is attached as <u>Appendix J</u>).

ILCH shall ensure that independent study students have equal access to the existing services and resources at ILCH's site-based program by providing each independent study pupil with a supervising teacher who is the same grade-level teacher provided on site at ILCH, who shall provide the pupil with the same educational program provided at ILCH in accordance with Education Code Section 51746. These services include a facility staffed by credentialed personnel, ongoing tutoring on site, and regular meetings (at least once every other week) to go over assignments and assign new materials. Parents will be provided with materials to cover the leadership training component of the ILCH curriculum, and lessons that reinforce such concepts through weekly meetings with the teachers. Independent Study students will be expected to complete the community service project, and participate in interventions and the Personal Leadership Plan. A sample Independent Study Agreement is attached in Appendix J.

Master Schedule and Courses Offered

Each grade-level master schedule will contain two modes of instruction to attain credit toward high school graduation; traditional or digital. Each student will meet with a school counselor to design a program that meets his or her needs and interests. Students will be presented with traditional class programs at the site for content in math, reading, science, and history. Digital classes will also be provided through on-line programs such as Coastline Community College, Edgunity, UC Scout, and/or National University. Each of these digital solutions is UC/CSU-approved and provides quality on-line instruction. Students will attend the college-level courses and attain college and high school credit. All students enrolled at ILCH will be required to take college coursework during their senior year. All site-based classes will seek to prepare students to take the Advanced Placement exams. Below is the proposed master schedule for the 2019–2020 school year. ILCH has opted to provide a 4-block schedule for students to provide an in-depth learning experience with 86 minutes a period. This will allow for some flexibility in student scheduling and meet our need to make strong connections with students in the classrooms. In addition, it will allow for students to accelerate their education in order to provide time in their schedules during their junior and senior year for college coursework.

Semester 1 2019-2020 Master Schedule (Block sample)

Teachers	1	2	3	4	After school
English (1 FTE)	prep	Eng 9 Honors	Eng 9	Eng 9	Success Acad
Math (1 FTE)	Math 1	prep	Math 1	Math 2	Success Acad
History (1 FTE)	Geography	Geography	prep	AP Geography	
Science (1 FTE)	Biology	Biology	Honors Biology	Prep	
Elective 1	PE	Spanish 1	Designated EL	Leadership	



Semester 2 2019-2020 Master Schedule (Block sample)

Teachers	1	2	3	4	After School
English (1 FTE)	English 9	Eng 10	Eng 10 Honors	prep	Success Acad
Math (1 FTE)	Math 3	prep	Math 2	Math 1	Success Acad
History (1 FTE)	History 10	History 10	Speech/Debate	Geography	
Science (1 FTE)	Biology	Biology	Honors Biology	Robotics	
Electives	PE	Spanish 1	Spanish 2	Leadership	

FIRST-YEAR ILCH PROGRAM DESIGN

In the first year of operation, ILCH will primarily be a seat-based school model with four block periods in the day including leadership once a week. Physical Education may be taken as an independent study option. ILCH has budgeted to hire a part-time PE teacher to provide PE instruction for students in ninth grade starting the 2nd semester. Ninth and tenth-grade students who may need a specific course (e., biology instead of chemistry) may take it or on-line, with permission.

First-Term Sample Schedule					
Period	Time	Sample Course			
1	8:00 – 9:26	English			
Passing	9:26 – 9:36	Nutrition break			
2	9:36 – 11:02	Math			
Passing	11:02 – 11:07				
3	11:07 – 12:33	History			
Lunch	12:33-1:13				
4	1:13 – 2:39	Science			

^{*} All courses will meet necessary UC/CSU A-G requirements.

SECOND YEAR and BEYOND

Year two at ILCH, and every year after that (with exceptions per students' PLPs), ninth-grade students will primarily be seat-based with few exceptions (i.e., students needing higher levels of math). Tenth grade students will operate under the 4 block model. Students must meet the A-G and instructional minute requirements in their schedule, which will be defined in their personal leadership plan. If digital/on-line courses are not available, ILCH will offer the required coursework or utilize UC Scout to provide additional courses.

Each student's requirements will be carefully mapped through his or her Personal Leadership Plan-required documentation to ensure all requirements are met.

Year three at ILCH will replicate Year two, but will include juniors and year four will include seniors.



Transferability of Courses/WASC Accreditation

ILCH will pursue its initial accreditation with the Western Association of Schools and Colleges (WASC) during its first year of operation with a scheduled visit for spring 2020. Once accredited, ILCH will continue its association with WASC and will pursue accreditation while in operation.

ILCH will ensure that all core courses are University of California/California State University— approved for A-G requirements. Per UC/CSU guidelines, ILCH will proceed with A-G course approval within the first year of operation to ensure required courses are approved prior to enrolling 11th-graders in the 2021—2022 school year.

ILCH will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements upon initial enrollment during the school orientation meeting, and annually in the Parent Handbook. ILCH shall inform parents that courses offered by ILCH that are accredited by WASC may be considered transferable, and courses approved by the UC/CSU as creditable under the A-G admissions criteria may be considered to meet college entrance requirements.

Attendance

FIGURE 9- ANTICIPATED ENROLLMENT

School Year	9th grade	10th grade	11th grade	12th grade	Independent Study	Total Students
2019-20	108				8	116
2020-21	108	108			16	232
2021-22	108	108	108		24	348
2022-23	108	108	108	108	32	464

ILCH's academic calendar shall generally follow a traditional academic calendar in consideration of local schools; commencing before September 30 in accordance with Education Code 47652, and including but not limited to 175 instructional days. The number of annual instructional minutes for all grades shall meet or exceed the State's requirements in Education Code Section 47612.5. Instructional minutes are delineated in the Charter School's daily student schedule in **Appendix F.**

ILCH parents/guardians are responsible for sending their children to school and providing an explanation for absences. ILCH attendance policies are available upon request for further review to encourage regular attendance and for reporting of truancies to appropriate local authorities. Students are given the opportunity to take part in independent study if they will be unable to attend school for a minimum of two days as allowed by state regulations.

ILCH shall maintain an Attendance Assistance Program ("AAP") to support students and families that are struggling with attendance issues. Parents will receive attendance letters periodically throughout the year to inform them of their student's attendance. Parents of students who have negative attendance are required to attend a meeting with the Executive Director, at which time an AAP contract is developed



and signed by the Executive Director, parents, and student (if present). The AAP outlines the expectations of ILCH and ways for the parent(s) to improve the pattern of attendance for their student(s).

Plan for Students Who Are Academically Low-Achieving

Students who do not meet standards for their age/grade level as identified by data as below basic or far below basic on state tests, local assessments, or recommended by their teachers or parent will be part of the Response to Intervention process. Students scoring below or far below basic will be Tier 3 students and will be required to participate in extra support. Progress will be monitored by the RTI team. If the student is deemed as not making adequate progress, he or she will be entered into the SIT process, which will be closely monitored by the SIT Team. If progress is not deemed adequate, the student may be referred to Special Education Testing. The charts below detail the RTI cut points and SIT process.

RTI Process

Tier	Cut Points	Support
1	Nearly met standards	In-Class Monitor
2	Not met standards (1 yr)	Push in – Support during leadership and/or after School in Success Academy
3	Not met standards (2 yrs. or more)	After-school support required in Success Academy

FIGURE 13- SIT PROCESS

SIT Steps	Actions	Timeline	Resources
Step 1	Students identified through assessments and teacher observations. Assessments used include NWEA, SBAC, and local benchmarks, placing them at or below the 20%, or receiving below basic marks.	Within 40 days of student enrollment, and then three times a year thereafter	Teacher assessments and pre-SIT forms
Step 2	SIT team meets	Within 20 school days of identification	Parents, school staff, SIT forms, list of interventions
Step 3	Interventions start	60 days of interventions from the time of the initial SIT meeting	Tutors, volunteers, teachers, parents, admin., technology



Step 4	SIT team meets to evaluate progress	Within 60 days after interventions are in place	Teachers, parents, admin, SIT forms
Step 5	New interventions in place (if necessary)	60 school days	Tutors, volunteers, school staff, technology
Step 6	Refer for special education testing	After 1 full year of SIT process and interventions	School staff, school psych., parents

A student may be referred to testing if the team determines that prior interventions have been implemented in previous schools. A variety of interventions will be employed to foster success for a student in the SIT process. Below is a list of interventions, which is by no means exhaustive.

- ► After-school intervention classes
- Cross-age tutors
- On-line tutoring and technology-enhanced intervention curriculum
- ► Parent volunteers for one-to-one support
- Small group instruction and one-to-one support from the teacher
- Instructional software for use at school and home
- ▶ Parent nights to train parents how to help their struggling student
- ► In-class instructional strategies such as visual aides, guided reading, textbooks on tape, and a variety of other methods.
- List of resources for tutoring services and local tutors in the community.
- Paraprofessional support
- Recorded lessons for students to watch and review

As a part of the Parent/Student Contract, students identified as low performing in one or more subject areas may also be required to attend the free after-school academic support classes called Success Academy. ILCH shall offer after-school tutoring and small group classes for each grade level during the week. After-school classes will emphasize reteaching sessions, known as "interventions." These intervention classes will be uniquely structured to reteach the same week's lessons as well as preteach upcoming lessons. Students who have the prerequisites (background knowledge) for learning new information are the ones who grasp it quickly (Bloom, 1984). "If a school was to organize itself to take those students who didn't learn the lesson the first go-around and get them back through for one loop of re-teaching, they could anticipate about a 25 percent bump up in student achievement" (Lezotte, 1999).

Plan for Students Who Are Academically High-Achieving

As ILCH shall provide significant supports to boost the performances of low-achieving students, ILCH shall also meet the needs of gifted learners and academically high achievers in order to prepare them to compete in the global economy. Students with exceptionally high ability need challenging coursework.



Standard college preparatory coursework at ILCH will maintain a high level or rigor as currently offered; in addition, AP level curriculum will be offered to meet the needs of gifted students.

ILCH is passionate about meeting the needs of gifted students. Gifted students come from all ethnic groups. Students who are intellectually gifted demonstrate many characteristics, including a precocious ability to think abstractly; an extreme need for constant mental stimulation; an ability to learn and process complex information very rapidly; and a need to explore subjects in depth. Students who demonstrate these characteristics learn differently. Thus, they have unique academic needs that ILCH meets through coursework and differentiated instruction.

ILCH believes that curriculum based on development and ability is far more effective than curriculum based on age or grade level. Giftedness occurs along a continuum. ILCH will utilize formal assessments such as Otis-Lennon to qualify students as gifted, along with a parent and teacher survey to support this identification. A meeting will be held with parents, teachers, and administration to discuss assessment and survey results. These students will be given parallel opportunities that are challenging based on specified criteria and diagnostic outcomes.

Acceleration can be effective for many reasons; if social maturity allows, this will be an area of consideration. If a ILCH student is ready for college work, teachers and administration will work with gifted students to provide additional AP courses or additional college coursework.

All core courses at ILCH will meet the rigorous standards for students who have proven to be high achieving. Many core classes will include sections titled Honors or Advanced Placement. It is a belief at ILCH that every student should be exposed to higher-level courses and have the opportunity to receive college credit prior to graduating high school. ILCH will provide a variety of programs that will allow students excelling academically to have additional opportunities to advance their education and knowledge base through a variety of course selections and extra-curricular enrichment activities.

Some of these activities could be, but are not limited to, summer reading lists, college fairs, leadership conferences, college tours, national honors society, debate clubs, student council, and a variety of clubs that are academic in nature. ILCH may allow students to attend classes with other students who are at the same developmental level, rather than with their same-aged peers. ILCH does not believe students should have their opportunities limited because of their age, their race, or any other factor beyond their control. ILCH education should be about creating high-level learning opportunities for ALL students—including gifted and high achievers.

Plan for English Learners

Overview

ILCH will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. ILCH will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. ILCH will utilize the state ELD framework and will utilize the document as the guide for instruction and support of English Learners.



Home Language Survey

ILCH will require the completion of the home language survey upon a student's initial enrollment into the Charter School (see enrollment forms in <u>Appendix I</u>).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper—pencil assessments administered in seven grade spans—K, 1, 2, 3—5, 6—8, 9—10, and 11—12. In kindergarten and grade 1, all domains are administered individually. In grades 2—12, the test is administered in groups, exclusive of speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.



ILCH will notify all parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC;
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process;
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English;
- A writing sample to include a passing score determined by the ELPAC rubric.

Monitoring of Redesignated Students

Students who have met the qualifications of reclassification and have been redesignated will be monitored for four consecutive years. The following criteria will ensure that students are being academically successful in their English Language Arts core class. Monitoring will include:

- Overall Class Grades
- Writing Samples for the end of semesters 1 and 2
- State Assessment Scores
- Benchmark Assessment

If noted that students are not meeting the academic criteria, an Academic Achievement Plan will be put into place. The Academic Achievement Plan may include but not limited to the following interventions:

- Success Academy: after and before school classes offered twice a week to address foundational skill learning gaps in math and English Language Arts.
- Leadership Coach: Specific adult on site that meets with the student to determine progress on recent exams and grades and supports the Personal Leadership Plan that the student has developed.
- Support Class: Before and after school classes offered by content departments to support students who are struggling with specific content within their scheduled classes.

Strategies for English Learner Instruction and Intervention

Teachers will be trained to use daily English Language Development ("ELD") and Specially Designed Academic Instruction in English ("SDAIE") techniques to meet the needs of English Learners. ILCH



teachers are required to have a Cross-cultural Language and Academic Development ("CLAD") authorization or equivalent prior to employment at ILCH. ILCH will use the Integrated and Designated Instructional models for EL instruction as described in the California English Language Development Standards and Framework. Students with lower levels of language development will require both designated times of specific ELD support within their schedule (see master schedule sample above) as well as an integrated approach within their regular classes. The following charts provide a brief description of each mode.

Instructional Differences	Integrated ELD	Designated ELD	
TIME	Within regular classes in all content areas	Specific protected time during the school day	
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum	
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards	

The ILCH program is designed to provide EL students with the instruction and support necessary to break down language barriers, and master the English language and academic curriculum, thus ensuring equal opportunities to succeed academically. To achieve these goals, the program provides EL students with "nearly all" instruction in English, as defined below.

English Language Development

ILCH's ELD program shall include lessons designed to lead students to English achievement as quickly and efficiently as possible and to develop English listening, speaking, reading, and writing proficiency. Students will receive daily instruction based upon an individual diagnosis of each student's needs and abilities. ELD instruction is linked to the core curriculum and is content-based at all proficiency levels. Instructional materials focus on communicative competence and academic achievement. Listening, speaking, reading, and writing skills are emphasized. Thus, ELD instruction offers opportunities to extend language skills through critical thinking, problem-solving, expressing ideas collaboratively, and developing conclusions based on reason and evidence.

Specially Designed Academic Instruction in English

Instructional strategies are implemented to meet individual student needs and include materials and curriculum designed to foster and simplify vocabulary development, comprehension, and concept attainment, as well as to improve reading and writing skills. This instruction emphasizes comprehensible input, including the use of visuals, realia, and hands-on learning, which makes concepts accessible to English learners. EL students at lower proficiency levels who need primary language support to access the core curriculum receive it through the preview-review method. This method makes content accessible and solidifies gains in understanding as instructional assistants and/or teachers, in the student's primary language, introduce concepts presented in the core curriculum. The ILCH curriculum will also include programs designed to infuse levels of self-esteem and cross-cultural understanding and acceptance in all students.



Figure 16 on the following page is adapted from the Oregon Department of Education publication *The English Language Learners' Program Guide* (n.d.). Each of the five stages of second language acquisition is linked to appropriate and specific instructional strategies.

ILCH will purchase EL supplements for each grade level as part of its curricular purchase. ILCH recognizes the great need for schools in our area to service second-language students in English support EL student learning through daily instructional lessons and translation services at the school site. EL students will also receive supplemental instruction after school in Success Academies as well that focus on ELA and math.

FIGURE 16 - ELD CHARTS

New state framework chart for ELD instruction



ELD Strategies

Silent/ Receptive Stage I	Early Production Stage II	Speech Emergence Stage III	Intermediate/ Advanced Proficiency Stages IV & V
Use of visual aids and gestures	Engage students in charades and linguistic guessing games	Conduct group discussions	Sponsor student panel discussions on the thematic topics*
Slow speech emphasizing key words	Do role-playing activities	Use skits for dramatic interaction	Have students identify a social issue and defend their position*
Do not force oral production	Present open-ended sentences	Have student fill out forms and applications*	Promote critical analysis and evaluation of pertinent issues
Write key words on the board with students copying them as they are presented	Promote open dialogues	Assign writing compositions	Assign writing tasks that involve writing, rewriting, editing, critiquing written examples*
Use pictures and manipulatives to help illustrate concepts	Conduct student interviews with the guidelines written out	Have students write descriptions of visuals and props	Encourage critical interpretation of stories, legends, and poetry*
Use multimedia language role models	Use charts, tables, graphs, and other conceptual visuals	Use music, TV, and radio with class activities	Have students design questions, directions, and activities for others to follow
Use interactive dialogue journals	Use newspaper ads and other mainstream materials to encourage language interaction*	Show filmstrips and videos with cooperative groups scripting the visuals	Encourage appropriate story telling
Encourage choral readings	Encourage partner and trio readings	Encourage solo readings with interactive comprehension checks*	
Use Total Physical Response (TPR) techniques			



Monitoring and Evaluation of Program Effectiveness

ILCH shall evaluate the effectiveness of its education program for ELs by:

- Adhering to ILCH-adopted academic benchmarks by language proficiency level and years in the program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring the availability of adequate resources.

English Learner Advisory Committee ("ELAC")

ILCH will implement an ELAC in the event that the Charter School enrolls over 14 students that qualify as ELs. ILCH recognizes that the state requires an ELAC in traditional public schools with 21 or more students, but ILCH's founders believe that EL students need special attention as an underserved group. ELAC responsibilities include advising administration and staff on programs and services and assisting in the Charter School's needs assessment, annual language census, and improving attendance. The committee will follow ELAC regulations as outlined by CDE (http://www.cde.ca.gov/ta/cr/elac.asp).

Plan for Serving Students with Disabilities

ILCH shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"), and any other applicable civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). Furthermore, ILCH will comply with AB 602, El Dorado SELPA guideline, and all California laws pertaining to special education students.

Special Education Students

ILCH recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. ILCH intends to operate as its own local educational agency ("LEA") and will apply directly for membership in the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). Initial conversations with EL Dorado County Charter SELPA indicate a seamless and straightforward process for membership. ILCH pledges to work in cooperation with the EL Dorado County Charter SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. El Dorado County Charter SELPA is a well known and established charter school SELPA that provides the high-quality support that students with disabilities need to flourish.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.



The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

In the event that the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to YCJUSD, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Services for Students under the "IDEA"

The following description regarding how special education and related services will be provided and funded is being proposed by the ILCH for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on YCJUSD. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU") or similar, delineating the respective responsibilities of ILCH and the SELPA. A copy of the MOU will be provided to YCJUSD upon execution.

The Charter School intends to provide special education instruction and related services for special education students enrolled in the Charter School in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School will follow SELPA policies and procedures, shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services, respond to record requests and parent complaints, and maintain the confidentiality of pupil records.

The Charter School agrees to promptly respond to all YCJUSD or SELPA inquiries, to comply with reasonable YCJUSD or SELPA directives, and to allow YCJUSD or SELPA access to Charter School students, staff, facilities, equipment, and records as required to fulfill all YCJUSD obligations under this charter petition or imposed by law.

Search and Serve

ILCH shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. ILCH will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered and, where appropriate, utilized.

ILCH will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Students possibly in need of special education can be screened from already available data (i.e., school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. ILCH shall follow the Student Intervention Team ("SIT") model outlined in the Charter to support students. If the SIT finds that the pre-intervention plan is not sufficient to meet the student's



needs, it may refer a student for services through the provisions of a Section 504 Plan, if appropriate, or recommend that student for a formal special education assessment.

Parents will be informed that special education and related services are provided at no cost to them.

<u>Interim and Initial Placements of New Charter School Students</u>

If a student enrolls at ILCH with an existing IEP, ILCH will notify the SELPA consistent with SELPA policies.

ILCH shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in ILCH from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, ILCH shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into ILCH from a district-operated program under the same special education local plan area of ILCH within the same academic year, ILCH shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to ILCH with an IEP from outside of California during the same academic year, ILCH shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until ILCH conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by ILCH, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Referral and Assessment

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

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. ILCH's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by ILCH within 15 days. ILCH will notify the SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed that special education and related services are provided at no cost to them.



If ILCH concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment, consistent with applicable law.

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

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

IEP Meetings

ILCH shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. ILCH shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the ILCH-designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

ILCH understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible ILCH students in accordance with the policies, procedures, and requirements of the SELPA and State and Federal law.

IEP Implementation

ILCH shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for ILCH's nonspecial education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.



Nonpublic Placements/Nonpublic Agencies

ILCH shall be solely responsible for selecting, contracting with, and overseeing all nonpublic schools and nonpublic agencies used to serve special education students.

Special Education Strategies for Instruction and Services

ILCH will comply with the federal mandate of the "least restrictive environment," meaning that the school will make every attempt to educate special education students along with their nondisabled peers.

Nondiscrimination

It is understood and agreed that all children will have access to ILCH, and no student shall be denied admission or counseled out of ILCH due to the nature, extent, or severity of his/her disability or due to the student's request, or actual need, for special education services.

Staffing

ILCH is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of. All special education services at ILCH will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. ILCH will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. ILCH shall ensure that all special education staff hired or contracted by ILCH are qualified pursuant to SELPA policies, as well as meet all legal requirements. ILCH shall further be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to ILCH students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

ILCH will employ at least one teacher who, in addition to having the proper credentials to teach a general education subject, will also possess a Special Education Credential. This teacher, along with the Director of Student Services, will be the primary ILCH representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at ILCH will also be involved in assuring that all IEPs and 504 plans are properly implemented.

ILCH will have complete access to the Director of Student Services and school psychologist, currently Mr. Steve Perry, employed to manage and coordinate services. The Student Services Director duties will include:

- Ensuring that all aspects of the IEP are followed;
- Arranging for the teacher of the student to attend the team meetings;
- Communicating with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consulting quarterly with the Principal and SPED teacher(s) to ensure that the objectives and goals of students with IEPs are being met;



- Completing the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintaining a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- Providing a report of student progress on the same schedule as students in general education

In addition to the above special education staff, ILCH may also seek related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. ILCH may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Notification and Coordination

ILCH shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement polices relating to all special education issues and referrals.

Due Process Hearings

ILCH may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that a parent/guardian files a request for a due process hearing or request for mediation, ILCH shall defend the case.

Complaint Procedures

ILCH shall adopt policies for responding to parental concerns or complaints related to special education services. ILCH shall receive any concerns raised by parents/guardians regarding related services and rights, and ILCH's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Parents or guardians also have the right to file a complaint with YCJUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

ILCH shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by ILCH shall be accessible for all students with disabilities. ILCH recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from



participation, be denied the benefits of, or otherwise be subjected to discrimination under, any program of ILCH. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records—including academic, social, and behavioral records—and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the student in his or her primary language along with the procedural safeguards available to him or her. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.



All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. A Section 504 Board Policy and Procedure is attached as **Appendix K**.



MEASURABLE STUDENT OUTCOMES (ELEMENT 2)

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Goals, Actions, Measurable Outcomes Aligned with the Eight State Priorities

The following chart delineates ILCH schoolwide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated, by ILCH, and ILCH's methods for measuring progress. ILCH also recognizes the use of the local Dashboard and local indicators as measures of student progress as well and will utilize extensive surveys of the student body, parents and staff members to inform the public of our progress.

ILCH GOALS, ACTIONS, AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), ILCH has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).

Local Control Accountability Plan

ILCH will produce a Local Control Accountability Plan using the LCAP template adopted by the State Board of Education, which shall initially be submitted to the District and San Bernardino County Superintendent of Schools in the Charter School's first year of operation, by July 1, 2020. Pursuant to Education Code Section 47606.5, ILCH shall update the LCAP, including the goals and annual actions identified below. ILCH shall submit the LCAP to the District and the San Bernardino County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by ILCH at the school site.

STATE PRIORITY #1— BASIC SERVICES



The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS		
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.	
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Teachers will be equipped and prepared to meet the demands of teaching the State Standards; Business Manager will annually review credential status.	
Measurable Outcome	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.	
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.	
	Subpriority B – Instructional Materials	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition with a heavy emphasis placed on digital resources.	
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition. A committee of key stakeholders will provide adoption recommendations.	
Measurable Outcome	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	
METHODS OF MEASUREMENT	Executive Director and faculty review all instructional materials before purchase pursuant to E.C. § 60119.	
	SUBPRIORITY C — FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Create and maintain a world-class, clean, and safe school facility with the emphasis of developing an innovative, technology-driven learning environment.	
Actions to Achieve Goal	Through a strong partnership with CHC, ILCH will provide a safe and clean facility through daily general cleaning by custodial staff; Regular,	



	on-going communication will take place between CHC and ILCH to ensure safety and cleanliness of CHC facilities; Annual and monthly facility inspections by the ILCH staff will screen for safety hazards.
MEASURABLE OUTCOME	Annually, 90% all items on Monthly Site Inspection checklists and 90% of facility Inspection checklists will be in compliance/good standing, and 100% of identified Required Corrections will be corrected within 3 months. Daily cleanliness spot checks will also be performed.
METHODS OF MEASUREMENT	Monthly Site Inspection documents prepared by Director of Annual facility Inspection Reports.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A — CCSS IMPLEMENTATION			
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in ongoing, high-quality professional development on the deep understanding and teaching of Common Core State Standards. A minimum of 5 hours per month will spent on professional development.		
ACTIONS TO ACHIEVE GOAL	Develop a strong professional development plan by closely working with teachers and other key stakeholders to identify areas of weakness. The PD plan will be specific and strategic in addressing areas with detailed goals and timelines. A heavy emphasis will be placed on research-based training on teaching the Common Core Standards.		
Measurable Outcome	Annually, 100% of teachers will participate in at least 5 hours of Professional Development and trainings in CCSS.		
METHODS OF MEASUREMENT	Professional Development calendar and rosters will evidence participation by teachers in Professional Development activities.		
Su	Subpriority B – EL Students & Academic Content Knowledge		
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS.		
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support and interventions.		
Measurable Outcome	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.		
METHODS OF MEASUREMENT	EL student performance on the CAASPP statewide assessments; ELPAC/ELPAC Assessments; ILP folder; teacher assessments; annual report cards.		
SUBPRIORITY C — EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY			



GOAL TO ACHIEVE SUBPRIORITY	100% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
Actions to Achieve Goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum, Into English and High Point.
Measurable Outcome	100% EL students will reach English language proficiency within 4 years of initial classification as an English learner through the implementation of the CCSS, and <i>Into English</i> and <i>High</i> Point ELD curriculum and related instructional strategies.
METHODS OF MEASUREMENT	Student performance on ELPAC/ELPAC Assessment, <i>Into English</i> and <i>High Point</i> curriculum assessments, ELD folder, and reclassification documentation.

STATE PRIORITY #3 — PARENTAL INVOLVEMENT

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Subpriority A – Achieving/Maintaining Parental Involvement			
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Inland Leaders Charter Schools Board of Directors and advisory council.		
ACTIONS TO ACHIEVE GOAL	Every 4 years, the Parent elections are held to elect new parent board members.		
Measurable Outcome	Annually, the Inland Leaders Charter Schools Board of Directors will have, at minimum, two parent members.		
METHODS OF MEASUREMENT	Inland Leaders Charter Schools Board of Directors meeting agendas and minutes identify Parent Members.		
	SUBPRIORITY B – PROMOTING PARENT PARTICIPATION		
GOAL TO ACHIEVE SUBPRIORITY	Implement a ILCH Parent Teacher Advisory Committee (PTAC) to provide recommendations to the Inland Leaders Charter Schools Board of Directors.		
ACTIONS TO ACHIEVE GOAL	School administration will work with the Parent Teacher Advisory Committee to recruit parents to the advisory board via flyers, classroom newsletters, and parent meetings.		
Measurable Outcome	Annually, the advisory board will be made up of at least three parents who will meet monthly.		
METHODS OF MEASUREMENT	Meeting agendas and minutes identify parents who form the Parent Advisory Board.		



Subpriority C	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via regular, ongoing satisfaction surveys; host monthly parent-administration meetings.
ACTIONS TO ACHIEVE GOAL	Annually, ILCH administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Inland Leaders Charter Schools Board of Directors and school community for discussion and implementation.
Measurable Outcome	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members.
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis.
	SUBPRIORITY D
GOAL TO ACHIEVE SUBPRIORITY	Charter School will cosponsor at least five community events annually in conjunction with the Charter School Parent Participation Group.
ACTIONS TO ACHIEVE GOAL	ILCH Administration will meet with leadership of the Parent Participation Group to identify opportunities and events to create and nurture community on campus.
Measurable Outcome	At least five campus community events will be held throughout the academic year.
METHODS OF MEASUREMENT	Measured by the school event calendar, Parent Advisory Council minutes.

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. CA Assessment of Student Performance and Progress statewide assessment
- **B.** Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- **C.** Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California
- D. EL reclassification rate
- **E.** Percentage of pupils who have passed an AP exam with a score of 3 or higher
- **F.** Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

GOAL TO ACHIEVE SUBPRIORITY SU



	assessment in the area of English Language Arts/Literacy and mathematics.
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics, additional tutoring before and after school.
M EASURABLE O UTCOME	Annually, at least 95% participation rate in the CAASPP statewide assessments; at least 75% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics. [CAASPP scores will not be available until the third year of operation since the 11th-grade implementation will not occur until 2021-22.]
METHODS OF MEASUREMENT	CAASPP Score reports; evidence of student learning as demonstrated on Individualized Learning Plan Folders; Teacher observations, Pre- and postunit test results, unit assessments, assignment, and project rubrics.
Sue	PRIORITY B – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)
GOAL TO ACHIEVE SUBPRIORITY	100% of students will take UC/CSU-approved coursework and complete all requirements required to attend state universities.
ACTIONS TO ACHIEVE GOAL	Guidance counselor in coordination with parents and students will insure students will be entered into UC/CSU-approved courses.
Measurable Outcome	100% of all students, including student subgroups, will take UC/CSU-approved classes.
METHODS OF MEASUREMENT	Results will be measured through the use of the student information system that provides the tracking of the master schedule, graduation rates, university entrance rates.
	SUBPRIORITY C – EL PROFICIENCY RATES
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the ELPAC/ELPAC each academic year.
Actions to Achieve Goal	EL students will receive in-class instructional support, which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	70% of EL students will advance at least one performance level per the ELPAC/ELPAC each academic year.
METHODS OF MEASUREMENT	ELPAC/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/ELPAC Coordinator; ELD Folder in conjunction with ELD curriculum assessments and annual report cards.
SUBPRIORITY D — EL RECLASSIFICATION RATES	



GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP-statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
Measurable Outcome	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
METHODS OF MEASUREMENT	Analysis and review of ELPAC results, and CAASPP statewide assessment scores.
	SUBPRIORITY E – AP EXAM PASSAGE RATE
GOAL TO ACHIEVE SUBPRIORITY	80% of students who take the AP exams will pass the exam to receive college credit.
ACTIONS TO ACHIEVE GOAL	ILCH will provide and implement all courses to provide the level necessary to prepare all students to pass the AP exams.
Measurable Outcome	85% of all students who attempt an AP exam will pass.
METHODS OF MEASUREMENT	AP exam pass rate reports
	SUBPRIORITY F — COLLEGE PREPAREDNESS/EAP
GOAL TO ACHIEVE SUBPRIORITY	99% of students will take the EAP assessment in their junior year of high school, and 99% will pass their respective exams.
ACTIONS TO ACHIEVE GOAL	ILCH will offer and implement high-level instructional courses designed to prepare all students for college.
Measurable Outcome	100% of all students will pass the EAP exams.
METHODS OF MEASUREMENT	EAP exam pass rate reports.

STATE PRIORITY #5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

SUBPRIORITY A – STUDENT ATTENDANCE RATES



GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 96% ADA rate.
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Student attendance meetings will also take place with parents, staff and students.
Measurable Outcome	Annual Average Daily Attendance will be at least 95%.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
	SUBPRIORITY B — STUDENT ABSENTEEISM RATES
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy.
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year.
METHODS OF MEASUREMENT	End-of-term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success is determined by monthly, quarterly, and annual attendance reports.
SUBPRIORITY C -	MIDDLE SCHOOL DROPOUT RATE [NOT APPLICABLE TO GRADE LEVELS SERVED]
	SUBPRIORITY D — HIGH SCHOOL DROPOUT RATES
GOAL TO ACHIEVE SUBPRIORITY	Charter School will retain and promote 98% of students from prior year.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups.
Measurable Outcome	98% of the high school classes will be comprised of students who enrolled at Charter School the prior academic year.
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS.
	SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES
GOAL TO ACHIEVE SUBPRIORITY	Charter School will graduate 100% of its students that attend all 4 years at ILCH.



ACTIONS TO ACHIEVE GOAL	ILCH will accomplish this through a personalized program that includes a structured support system, such as counselors, tutors, on-line support, and high-quality instructors.
Measurable Outcome	100% of all students enrolled at ILCH will graduate from high school.
METHODS OF MEASUREMENT	Charter school will use its graduation rate and course enrollment data tracked through the SIS database.

STATE PRIORITY #6 — SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

SUBPRIORITY A — PUPIL SUSPENSION RATES		
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 1%.	
ACTIONS TO ACHIEVE GOAL	Teachers will be trained in positive behavioral management strategies as well as the integration of leadership and character education.	
Measurable Outcome	Annually, 1% or fewer of all enrolled students will be suspended.	
METHODS OF MEASUREMENT	Annual School Accountability Report Card and CALPADS Report 7.1 Discipline Incidents will be used as evidence.	
	SUBPRIORITY B — PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%.	
ACTIONS TO ACHIEVE GOAL	Teachers will be trained in positive behavioral management strategies as well as the integration of leadership and character education; the Charter School will maintain interventions for students exhibiting at-risk behaviors.	
Measurable Outcome	Annually, 1% or fewer of all enrolled students will be expelled.	
METHODS OF MEASUREMENT	Annual School Accountability Report Card and CALPADS Report 7.1 Discipline Incidents will be used as evidence.	
SUBPRIORITY C -	Subpriority C – Other School Safety and School Connectedness Measures (Surveys)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safety Plan.	



ACTIONS TO ACHIEVE GOAL	Annually, all Charter School employees will be trained on the elements of the School Safety Plan. Students will participate in monthly fire, earthquake, and safety drills.
Measurable Outcome	100% of staff will participate in at least 4 hours of Safe School training; Students will participate in at least eight fire, earthquake, or safety drills annually.
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars.
	SUBPRIORITY D – ADDITIONAL PRIORITY
GOAL TO ACHIEVE SUBPRIORITY	Students, parents, and teachers will feel a sense of community on campus, and within their classroom.
ACTIONS TO ACHIEVE GOAL	Students actively participate in Responsive Classroom activities throughout the school year. ILCH Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community.
Measurable Outcome	Annually, at least 90% of students and families will be retained. Enrollment waiting list will be comprised of at least 100 families wishing to enroll in the school.
METHODS OF MEASUREMENT	Responsive Classroom assessments and evaluation documents will demonstrate students' sense of connectedness. Parent, student, and teacher satisfaction surveys will provide information regarding their sense of connectedness and community. Attendance and participation by students in campus events will evidence their sense of belonging and engagement. Annual reenrollment documentation and class lists will reflect a return rate of at least 90%. Enrollment waitlists will have at least 100 families interested in enrolling in the school.

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

<u>Grades 1–6</u>: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7–12</u>: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))



GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
Measurable Outcome	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and noncore subjects content areas available.
METHODS OF MEASUREMENT	Student, teacher, course, and grade-level schedules.

State Priority #8— Pupil Outcomes - Academic Excellence Domain: English Language Arts
From the subject areas described above in #7, as applicable.

	Subpriority A - English
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level proficiency in English Language Arts/Literacy.
Actions to Achieve Goal	All students will participate in English/Literature classes (4 years) designed around the Common Core standards and developed to cultivate a deep understanding of the oral and written language.
Measurable Outcome	Annually, 75% of students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CAASPP statewide test in the area of English Language Arts/Literacy.
METHODS OF MEASUREMENT	Student performance will be assessed through the CAASPP in 11th grade as well as the use of curriculum-embedded assessments, Illuminate assessments, NWEA and schoolwide benchmark assessments given each semester.
	SUBPRIORITY B — MATHEMATICS
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level proficiency in mathematics and complete courses 1,2, and 3 under the Common Core State Standards design.
Actions to Achieve Goal	All students participate in Math Course 1, 2, and 3 under the direct supervision and instruction of a highly qualified math teacher as well as



	using on-line resources, consultants, and interventions to produce success in the mathematics courses.					
Measurable Outcome	Students' performance will be assessed through the CAASPP in 11th grade as well as the use of curriculum-embedded assessments, Illuminate assessments, and schoolwide benchmark assessments given at each semester.					
METHODS OF MEASUREMENT	Math will be measured through the use of the CAASPP in 11th grade as well as through the use of curriculum-embedded assessments, Illuminate assessments, and NWEA and schoolwide benchmark assessments given at each semester.					
	Subpriority C – Social Sciences					
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level skills and content knowledge in history, geography, civics, and leadership.					
Actions to Achieve Goal	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography, and economics using the History-Social Science Framework or presently approved state standards. Strategies included in an integrated approach are nonfiction and historical fiction texts; mini research projects and presentations, computer-based information (articles, videos); field trip experiences, debates, and hands-on projects.					
Measurable Outcome	Annually, 75% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.					
METHODS OF MEASUREMENT	Formal assessments include pre- and post-testing, end of unit quizzes, and essay exams. Authentic assessments include presentations, projects, rubrics, and peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.					
	SUBPRIORITY D — SCIENCE					
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level skills and content knowledge in life, earth and space, and physical science.					
Actions to Achieve Goal	Utilizing an inquiry-based approach, students will develop an understanding of science and engineering practices, disciplinary core ideas, and crosscutting practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.					
Measurable Outcome	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.					



METHODS OF MEASUREMENT	Formal assessments include pre- and post-testing, end-of-unit quizzes, and reports. Authentic assessments include experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.							
	Subpriority E – Visual and Performing Arts							
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in visual and performing arts provided by ILCH, on-line programs or CHC as part of their elective requirements.							
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives for graduation and UC/CSU credit.							
Measurable Outcome	100% of all students seeking to participate in the elective courses will be provided with at least one viable option through on-line courses or ILCH.							
METHODS OF MEASUREMENT	Measurement will include master schedule requests, student surveys, and class enrollment data.							
	Subpriority F — Physical Education							
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in Physical Education provided by ILCH or CHC as part of their requirements.							
Actions to Achieve Goal	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives for graduation and UC/CSU credit.							
Measurable Outcome	100% of all students seeking to participate in the elective courses will be provided at least one viable option through on-line courses, CHC or ILCH.							
METHODS OF MEASUREMENT	Measurement will include master schedule requests, student surveys, and class enrollment data.							
Suві	PRIORITY G – HEALTH [NOT APPLICABLE TO GRADE LEVELS SERVED]							
	Subpriority H – Foreign Languages							
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in foreign languages provided by ILCH or CHC as part of their requirements.							
Actions to Achieve Goal	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives for graduation and UC/CSU credit.							
Measurable Outcome	100% of all students seeking to participate in the elective courses will be provided with at least one viable option through on-line courses, CHC, or ILCH.							



METHODS OF MEASUREMENT	Measurement will include master schedule requests, student surveys, and class enrollment data.						
SUBPRIORITY I – APPLIED ARTS							
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in applied arts provided by ILCH, digital/on-line programs, or CHC as part of their elective requirements.						
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives for graduation and UC/CSU credit.						
Measurable Outcome	100% of all students seeking to participate in the elective courses will be provided at least one viable option through on-line courses, CHC, or ILCH.						
METHODS OF MEASUREMENT	Measurement will include master schedule requests, student surveys, and class enrollment data.						
	SUBPRIORITY J – CTE						
GOAL TO ACHIEVE SUBPRIORITY	50% of students will be involved in structured internship programs that offer "real world" experiences.						
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives/internships for graduation and UC/CSU credit.						
MEASURABLE OUTCOME	100% of students seeking to participate in the elective courses will be provided at least one viable option through on-line courses, CHC, or ILCH.						
METHODS OF MEASUREMENT	Measurement will include master schedule requests, student surveys, and class enrollment data.						
SUBP	RIORITY K—OTHER SUBJECTS—LEADERSHIP/SOCIAL RESPONSIBILITY						
GOAL TO ACHIEVE SUBPRIORITY	All students will participate in leadership training embedded within their curriculum.						
ACTIONS TO ACHIEVE GOAL	Use of Habitudes leadership curriculum on a weekly basis.						
MEASURABLE OUTCOME	100% of students will participate in the <i>Habitudes</i> leadership curriculum on a weekly basis.						
METHODS OF MEASUREMENT	Teacher gradebooks, student assignments, and attendance records.						
SUBP	SUBPRIORITY L — OTHER SUBJECTS — LEADERSHIP/ SOCIAL RESPONSIBILITY						
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate social responsibility by working to improve their school and community environments.						
ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities on and off campus.						



Measurable Outcome	100% of all students will demonstrate community service through a public presentation of their project.					
METHODS OF MEASUREMENT	Measured through teacher grade books and student projects.					
SUBPRIORITY M – OTHER SUBJECTS – LEADERSHIP/SOCIAL RESPONSIBILITY DOMAIN						
GOAL TO ACHIEVE SUBPRIORITY	All students will participate in making their school an engaging environment that they desire to attend each day.					
ACTIONS TO ACHIEVE GOAL	All students participate in classroom dialogues and discussions, school and community activities, student government, and school decision-making processes.					
Measurable Outcome	Annually, 98% of students will demonstrate a high satisfaction rate with the school culture and the desire to attend school each day.					
METHODS OF MEASUREMENT	Survey of students.					

As a part of the WASC accreditation process, ILCH will develop and implement the use of Student Learning Outcomes (SLOs). These goals are developed by the staff and parents to reflect the philosophy and expectations of students who undertake the program at ILCH. The SLOs will be posted in every room on campus and reviewed with parents during back-to-school nights and conferences. ILCH will achieve initial WASC accreditation in the spring of 2020



METHODS OF ASSESSMENT (ELEMENT 3)

<u>Governing Law</u>: The method by which pupil progress in meeting pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

ILCH shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

ILCH recognizes that assessment is a critical element for student success and that assessment data will provide the information necessary to create strategic instructional programs to meet student needs; therefore, student assessment will concentrate on the CAASPP student assessment system, which includes, but is not limited to, the SBAC testing and California Standards Tests, administered in the spring as per state law. ILCH shall also administer internal assessments, multiple assessments developed by research-based publishers through the Illuminate data system, and authentic assessments that demonstrate the practical mastery of subject areas for individual students.

ILCH recognizes that assessments must be formative to allow adjustment to the educational strategies, as well as summative to evaluate effectiveness. ILCH views data-driven decision-making as philosophically aligned with our results-oriented programming. Data is necessary to gaining objective, positive results. The list below includes both formative and summative assessments to be implemented and administered at ILCH.

- Student portfolios: each student will give a public presentation of student work as a culminating activity for the year
- NWEA assessments given up to four times a year to determine placement and mastery of standards in math, language, science, and reading.
- Student self-assessments and surveys
- Personal Leadership Plans
- SBAC
- California Science Test ("CAST")
- California Alternate Assessment ("CAA")
- ELPAC
- Illuminate benchmark assessments developed through Key Data systems in coordination with content area teachers
- EAP assessment
- California Physical Fitness Testing ("PFT")
- Textbook/publisher-developed assignments and assessments.
- Faculty/teacher-developed assessments.
- Anecdotal records
- Student Conduct Records in the student database
- Parent/staff surveys collected throughout the year



ILCH recognizes the importance of thorough analysis of student achievement data and will utilize the powerful Illuminate DnA system as the warehouse to store and disaggregate information.

Schedule of State Testing to Measure Student Outcomes

State Mandated Assessments		Grade	From to the state of the state		
		10	11 12		Frequency
ELPAC	Χ	Х	Х	Х	Annually
Smarter Balanced Assessment, or other state- adopted standardized assessment			Х		As Mandated by State
CAST		Х			As Mandated by State
PFT	Х				Annually
CMA in science (as required)		Х			As Mandated by State
CAA in science, ELA and math (as required)		Х	Х		Annually

ILCH Assessments		Grad	Frequency		
Benchmark Assessments through NWEA	9	10	11	12	
English Language Arts	Х	Х	Х	Х	Semesters
Math	Х	Х	Х	Х	Semesters
Science	Х	Х	Х	Х	Semesters
History		Х	Х	Х	Semesters
Foreign Language	Х	Х	Х	Х	Semesters

College Readiness Exams		Grade	Fraguency		
College Redulliess Exallis	9	10	11	12	Frequency
SAT		Χ	Χ		Annually
ACT			Χ	Χ	Annually
EAP (Early Assessment Program)			Χ		Annually
AP Exam (Advanced Placement)	Х	Х	Х	Х	Annually

ILCH affirms that, to the extent practicable, its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element 2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Use of Data for Continued Improvement

ILCH will collect, analyze, and report student achievement in a continuous manner. At the beginning of the year (within the first 2 weeks of school), students will be assessed using norm-referenced, research-based measures from the NWEA assessments to determine math and language arts levels and progress. In addition, teachers will utilize the Interim Benchmark Assessments ("IBAs") as additional measures of student proficiency and provide students with experience of the testing format and online system before they test in the spring of their junior year. Teachers will meet in the third week of school to analyze the results of the data and will meet at monthly intervals to continue the analysis of student scores. At these meetings, teachers will determine which students need more aggressive support, acceleration, remediation, and adjustments to their Personal Leadership Plans. Curriculum and instruction will also be discussed in light of the patterns of student achievement or lack thereof. Formal assessments will occur at the end of every grade reporting period (a total of two times a year). Assessments may be given at greater intervals depending on the need for increased progress monitoring.

SBAC assessments will be analyzed once results are received from the state. Teachers will be provided with collaboration time to review their students' scores, class scores, as well as the scores for the upcoming year's class to stimulate long-range curricular planning. During this time, teachers will analyze schoolwide trends and discuss possible solutions to gaps in student achievement.

Use of Data for Reporting Pupil Achievement

In addition to formal assessments, teachers will use classroom-based observations and assessments as part of the grading process. Students will receive grades at three intervals throughout the school year and during parent conferences that occur two times a year. The report card will reflect student progress on the Common Core State Standards using the traditional marks of "A, B, C, F." There will not be a score of "D" on the report cards. The report will include leadership progress grades, attendance data, and assessment data. Report cards and transcripts are generated through the Illuminate system, a sample of which is provided in Appendix E.

ILCH will utilize the Illuminate data system as a gradebook and test generator to provide high-quality Common Core State Standards assessments utilizing the Key Data Systems test bank. Parents have full access to student grades, assignments, and a variety of other data through the Illuminate Parent Portal. Information regarding Illuminate is included in <u>Appendix E</u>.

School Accountability Report Card ("SARC")

Data will be used to create a School Accountability Report Card in order to report school performance to the community at large. The SARC will be produced on a yearly basis and posted to the school website.

GOVERNANCE STRUCTURE (ELEMENT 4)

<u>Governing Law</u>: The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Nonprofit Public Benefit Corporation

ILCH will be a direct-funded, independent charter school and will operated by Inland Leaders Charter Schools, a California nonprofit public benefit corporation, pursuant to California upon approval of this charter.

The Inland Leaders Charter Schools Articles of Incorporation, Bylaws, federal and state nonprofit status letters, and Conflict of Interest Code are provided in <u>Appendix O</u>. As reflected in the attached documents, Inland Leaders Charter Schools has updated its Articles of Incorporation and Bylaws to provide for the operation of ILCH and its existing schools.

ILCH shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and ILCH. Pursuant to the Education Code Section 47604(c), the District shall not be liable for the debts and obligations of ILCH, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the ILCH as long as the District has complied with all oversight responsibilities required by law.

Inland Leaders Charter High School will be considered an affiliate of Inland Leaders Charter School (K-8) for purposes of enrollment and will provide for the matriculation of students from the middle school program into high school as provided in the Every Student Succeeds Act (20 U.S.C.A. § 7221i(H)(ii).)

Inland Leaders Charter Schools Board of Directors

ILCH will be governed by the corporate Board of Directors ("Board" or "Board of Directors") of Inland Leaders Charter Schools in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Inland Leaders Charter Schools will comply with Government Code Section 1090, et seq.

The Board of Directors shall consist of no fewer than five (5) and no more than seven (7) Directors. A minimum of two parents of currently enrolled students will be members on the Board of Directors representing the K-8 and 9-12 programs. The remaining members nominated for election will be comprised of qualified community members. In compliance with Government Code Section 1090, et seq., no employees of the Inland Leaders Charter Schools may serve on the Board of Directors. In addition, and in accordance with Education Code Section 47604(b), the District may appoint a single representative to sit on the Board of Directors. If the District chooses to do so, the Board of Directors may appoint another director, if space is available, to ensure that the Board is maintained with an odd number of directors.

The current Board of Directors consists of two community members and two parents of students currently attending ILCS with one vacancy. With the addition of ILCH to the Inland Leaders Charter Schools organization, and following approval of this charter, the Board of Directors will seek to add at least one parent of a student currently attending ILCH.

Attached as <u>Appendix B</u>, please find a list of the current Board of Directors, along with corresponding biographical information for each.

Election of Parent Representatives to the Board of Directors

Parent representatives must be the parent/guardian of a student currently enrolled in ILCH. The parent representatives on the Board of Directors cannot also be an employee of Inland Leaders Charter Schools. The process for electing parents to the Board is included under Appendix O in the ILCS Board Bylaws.

Election of Community Members

ILCH shall seek community members with expertise in areas critical to the Charter School's success including but not limited to education, school finance, fundraising, facilities, government, business, and law.

Board of Directors Terms and Elections

Directors shall serve a term of 4 years. No director may serve more than five consecutive terms. After serving five consecutive terms, an individual must take 1 year off before seeking election again.

Board elections will typically be held in May to fill vacant seats. Special elections will be called whenever necessary to fill a midterm vacancy.

Board Duties

The Board of Directors will meet regularly, at least once a month, excluding emergencies, and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of ILCH including, but not limited to, the following:

- Upholding the mission and vision of ILCH.
- Overseeing the implementation of the charter by the Executive Director.
- Providing notice and holding meetings in compliance with the Brown Act.
- Creating external or subcommittees as needed, including but not limited to a nominating committee and an audit committee.
- Ensuring compliance with applicable law.
- Approving and monitoring the implementation of all operational polices.
- Approving and monitoring the ILCH annual budget and budget revisions.
- Monitoring the Charter School's fiscal practices
- Acting as a fiscal agent, including receiving funds for the operation of Charter School solicitation and receiving grants and donations.



- Approving and monitoring service contracts with outside service providers in conjunction with the Executive Director.
- Approving and monitoring the instructional programs and materials.
- Approving personnel policies, and overseeing and approving all hiring, promotion, discipline and dismissal of school personnel upon recommendation by the Executive Director.
- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director.
- Approving and monitoring management of school liabilities, insurance, health, safety, and riskrelated matters.
- Approving all expenditures over 1% of the total school budget.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school-related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic Planning.
- Approve the school calendar and schedule Board meetings.
- Review requests for out-of-state or overnight field trips.
- Participate in dispute resolution procedures and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary to the District for consideration.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
- Adopt an independent study policy for the ILCH independent study program.

The Inland Leaders Charter Schools Board of Directors may initiate and carry on any program or activity or may otherwise act in a manner that is not in conflict with or inconsistent with or preempted by any law and is not in conflict with the purposes for which charter schools are established.

All Inland Leaders Charter Schools Board of Directors meetings and committee meetings shall comply with the Brown Act.

Inland Leaders Charter Schools Board of Directors has adopted a Conflict of Interest Code, which complies with Government Code Section 1090 *et seq.*, the Political Reform Act, Government Code Section 87100 *et seq.*, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As noted above, the Conflict of Interest Code is attached within Appendix O.

The Inland Leaders Charter Schools Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or appropriate third party contractor any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, personnel matters, expenditures over 1% of the overall ILCH budget, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

Be in writing,



- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Inland Leaders Charter Schools Board of Directors will attend at least a once annual in-service for the purposes of training individual Board members on their responsibilities with topics to include, at minimum, Conflicts of Interest and the Brown Act.

Executive Director

The Executive Director will be the overall leader of ILCH. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director reports directly to the Board of Directors, and s/he is responsible for the orderly operation of ILCH, the implementation of Board-adopted policies, and the supervision of all employees at ILCH.

The Executive Director is appointed to perform assigned tasks directed from the Inland Leaders Charter Schools Board of Directors. These tasks shall include, but are not limited to, the following:

- Ensure ILCH enacts its mission and strives to meet its vision
- Supervise and evaluate teachers and staff
- Communicate and report to the Inland Leaders Charter Schools Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the Charter School
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled, in accordance with policies established by the Board of Directors
- Monitor compliance with laws including, but limited to, all independent study laws as apply to the ILCH independent study program.
- Complete and submit required documents as requested or required by the charter and/or Inland Leaders Charter Schools Board of Directors and/or the District
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school facilities



- Promote the ILCH program in the community and promote positive public relations and interact effectively with media
- Encourage and support teachers for on-going professional development
- Attend YCJUSD Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the YCJUSD on fiscal oversight issues as requested by the YCJUSD.
- Provide all necessary financial reports as required for proper ADA reporting
- Develop the school annual performance report, SARC and LCAP
- Present fiscal audit to the Inland Leaders Charter Schools Board of Directors and, after review by the Board of Directors, submit audit to the District and the County Superintendent of Schools, the State Controller, and the California Department of Education
- Manage student discipline, and as necessary participate in the suspension and expulsion process
- Participate in special education and IEP meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator or other employee of Inland Leaders Charter Schools, or to an appropriate third party contractor as allowed by law.

School Principal

The Charter School principal will provide the daily site supervision required to provide a safe and productive environment for high school students at ILCH. The principal will be directly supervised and evaluated by the Executive Director.

Parent Teacher Activities Committee

ILCH will encourage the development of a strong and vibrant Parent Teacher Activities Committee ("PTAC"), which shall support volunteer and school programs at ILCH. Parents will be encouraged to be responsible for parent involvement in school activities, fundraising, and advising the Inland Leaders Charter Schools Board of Directors on any and all matters related to the strengthening of the ILCH community. This group will be active in coordinating the parent volunteer program and raising funds for items such as after-school electives, field trips, social events, and campus beautification.

Parent Involvement

In addition to the role of parents on the Inland Leaders Charter Schools Board of Directors and the PTAC, parents will be strongly encouraged to contribute a minimum of 20 hours per family, per academic year to ILCH. ILCH shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. The ILCH administration shall maintain a comprehensive list of volunteer opportunities including, but not limited to, the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the following school bodies: the Board of Directors (as member or observer), or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other



activities. The ILCH administration and Board of Directors recognize the critical need for parent involvement in the educational environment and their participation in setting school priorities in the LCAP. Further information about parent involvement at ILCH will be included in the Parent Contract. No student will be denied admission, excluded from ILCH programs, or otherwise disciplined due to his or her parent/guardian's failure to sign the Parent Contract or to volunteer in accordance with the Parent Contract.

Organizational Chart

Please find the Inland Leaders Charter Schools/ILCH organizational chart, attached in Appendix O.



QUALIFICATIONS OF SCHOOL EMPLOYEES (ELEMENT 5)

<u>Governing Law</u>: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

ILCH is dedicated to hiring the most dedicated and knowledgeable staff. ILCH will seek to hire teachers with varying areas of expertise. ILCH shall be nonsectarian in its employment practices and all other operations and shall not discriminate on the basis of any characteristic described in Education Code Section 220, including but not limited to gender, gender expression, gender identity, sex, race, ethnicity, national origin, religion, political beliefs, sexual orientation, or disability. All employees shall be fingerprinted and receive a background clearance in accordance with Education Code Section 44237 prior to commencing employment with ILCH, and as described in Element 6. ILCH shall benefit from having well qualified administrators who will evaluate each employee of the high school. Documentation of appropriate teacher credentials shall be maintained on file at ILCH and shall be subject to periodic inspection by the District.

For 2019-2020, ILCH has budgeted to hire four core certificated teachers, one part-time counselor, one part-time independent study teacher, two secretaries, one campus monitor, one custodian, one lunch service staff, and one part-time PE teacher. ILCH will also maintain contracts with a list of after-school providers such as tutors who are reflected in the budget under the "electives" object codes. ILCH will also utilize the services of other Inland Leaders Charter Schools employees to provide back office support, special education, and support services such as administration and maintenance. ILCH will require additional staff to meet the goals of its charter in the second and third years; the staff chart below outlines the necessary plan for the first 3 years of operation.

Staffing Plan (demonstrates the additional employees required each year FT=full time/PT=part time)

	Year 1	Year 2	Year 3
Admin/ Counselors	Principal (FT) Counselor (PT)	No new hires but added hours to counselor	Counselor at full time
Certificated	4 core teachers(FT) 1 Indep. study teacher (PT) PE teacher (PT) PT elective teachers incl Spanish Teachers for SPED services (PT) Various tutors (PT)	4 core teachers (FT) Additional need for elective teachers for extra sections	4 core teachers(FT)
Classified	2 secretaries (1 FT/ 1 PT) 1 security/campus monitor (PT) 1 food service (PT)		No new hires expected.
Other	school nurse contractor (PT) SPED contractors if required through IEPs	No new hires expected	No new hires expected

With regard to the relationship between ILCS and ILCH, ILCS (Charter Management Organization) will be providing personnel to support the high school program. The personnel expected to support the program include:

✓ Back office staff for purchasing, budgeting, accounting, human resources, and financial controls.



- ✓ Executive Director oversight
- ✓ Special Education Coordinator/Psychologist
- ✓ Special Education teachers
- ✓ IT and technology support through the current IT department
- ✓ Data and Assessment support through the current D&A department

ILCS will determine an appropriate administrative fee to be charged to the high school program for services and will not mix funds and revenues of the two separate charter schools.

The following is a list of key personnel to be employed by the Charter School along with corresponding qualifications:

Teacher Qualifications

The most important characteristic of teachers at ILCH will be their care for students, passion for teaching, innovative mind, high expectations, and a strong work ethic. Specific qualifications include:

- 1. All teachers will be required to hold a CLAD certification or an equivalent recognized by the California Commission on Teacher Credentialing.
- 2. All teachers of core, college preparatory courses shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
- 3. Teachers shall also possess the following qualifications and characteristics:
- Knowledge of child development; specifically of emotional, physical, and developmental patterns
- Knowledge of general learning theories and curriculum development
- A preference of 2 years of secondary teaching experience
- A team player with experience working in an environment dedicated to a team approach
- Professional manner and appearance
- Ability to effectively communicate with the Charter School's stakeholders
- Openness to input and feedback regarding professional growth and performance
- Good organizational skills
- Openness to innovative and creative approaches to meeting educational goals
- Maintains good rapport with students and their parents
- Proficient with technology and computers
- Able to differentiate instruction.

In accordance with Education Code Section 47605(I), "It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses." A teacher at ILCH who teaches an academic course deemed a noncore/noncollege preparatory course must:

- (a) Hold at least a bachelor's degree; and
- (b) Demonstrate subject matter competency.



Executive Director Qualifications

The Executive Director supervises the Charter School principal and management of the school programs. The Executive Director shall support the principal in setting vision and shall be responsible for helping the students achieve outcomes as outlined in this charter. The Executive Director is also responsible for the management of the budget revenues and expenditures in coordination with the charter management organization.

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative or management experience
- Extensive knowledge of curriculum development
- Experience in performance assessment
- Strong organization skills
- Knowledge of and experience in school finance and budgetary issues

This individual must meet all of the following minimum requirements:

- Possession of a master's degree or higher
- Possession of a Preliminary or Professional Administrative Services Credential along with a CLAD authorization

School Principal Qualifications

Under the direction of the Executive Director, the principal serves as the instructional leader and administrator of the site, and supervises and coordinates the Charter School's educational and special education departments at the site. In addition, this position's job requirements include the development of the instructional program for the high school program as well as leadership at the site level as a "site principal." This employee acts on behalf of the Executive Director, in his/her absence.

The individual must meet all of the following minimum requirements:

- Master's degree required, doctoral degree preferred
- Classroom and administrative experience in teaching and administration in elementary and/or secondary school management and curriculum development.

Counselor's Qualifications

The counselor at ILCH is a critical staff member who will guide and support students, teachers, and parents to assure that students are able to successfully complete their credit for high school and have a seamless integration with the college coursework recommended for each student.

The individual must meet all of the following minimum requirements:

Experience working with at-risk student populations such as first-generation college students



- Demonstrated leadership capabilities
- Excellent interpersonal, communication, and writing skills
- MA/MS degree in School Counseling from an accredited college or university
- PPS Credential in School Counseling and Guidance preferred
- Experience with individual and group counseling

Noncertificated Staff Qualifications

The Charter School shall seek noncertificated candidates that embrace the mission and vision of ILCH and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents.

Noncertificated staff members, must exhibit the following minimum qualifications:¹

- Adequate professional training and/or experience
- Any and all licenses or certifications necessary to perform the responsibilities of the position
- Positive references
- All applicable requirements for paraprofessionals, including instructional aides, pursuant to Education Code Section 45330(c)(1)-(3)

Professional Development/Leadership Model

Staff development will take place every week during times when students are not in classes during the "flex day." Teachers will meet on a weekly basis to develop their skills and expertise in focused areas. The first focus for staff development will be the implementation of the State Standards. A proposed 3-year staff development plan is located in <u>Appendix P</u>.

ILCH will also use a leadership model with teachers at the Charter School. Teachers with greater experience (10 to 30 years) will be used as mentors for the teachers with fewer than 10 years of experience. Mentors will be required to do peer observations (2 each year), as well as coaching in terms of best practices, and instructional methods.

ILCH shall partner with the Center for Teacher Innovation ("CTI") to provide induction services for new teachers. The Executive Director shall serve as the liaison with the Center for Teacher Innovation and is responsible for overseeing the program at the site level.

Recruitment

ILCH's recruitment plan involves the creation of a web-based employment application through Ed-Join, attendance at the Cal-State teacher employment fair, job postings at local schools and the media, as well as one-on-one recruitment of master teachers in the surrounding districts.

¹ In the alternative, ILCH may contract for any or all of these services.



When a vacancy occurs, the Executive Director² shall establish an ad hoc Hiring Committee comprised of the Executive Director, administrative assistant, teachers, and one Board member, which shall:

- Announce openings;
- Recruit applications, request resumes, and screen applications; and
- Interview and select candidates.

Employment Handbook

Although not a legally required provision of a charter, ILCH will provide a copy of its employment handbook, upon request. This document was designed and vetted with our legal team specializing in human resources and personnel management (Paychex HR Solutions). The employment handbook shall be distributed, read, and signed by all employees.

² The Board shall establish the Hiring Committee in the case of an Executive Director vacancy.



HEALTH AND SAFETY (ELEMENT 6)

<u>Governing Law</u>: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, ILCH shall adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A copy of the Board-adopted health and safety policies are located in Appendix Q. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District.

The following is a summary of the health and safety policies of ILCH:

Procedures for Background Checks

Employees and contractors of ILCH will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The ILCH Executive Director shall monitor compliance with this policy and report to the Inland Leaders Charter Schools Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

ILCH will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis. ILCH will adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the school.

Suicide Prevention Policy

ILCH shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School.



California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12, at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter Schooldesignated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conductive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

ILCH shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior s a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for ILCH.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood-Borne Pathogens

ILCH shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV").



Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-Free/Alcohol-Free/Smoke-Free Environment

ILCH shall function as a drug-, alcohol-, and smoke-free workplace.

Facility Safety

ILCH shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. ILCH agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

ILCH is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. ILCH shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies, which is attached as Appendix Q. Training on the prevention of sexual harassment shall be provided through the SafeSchools program each school year to all staff members as well as on-site training to all administrators and Board Chairman through Paychex HR Services.



RACIAL AND ETHNIC BALANCE (ELEMENT 7)

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

ILCH will be nonsectarian in its programs, will not charge tuition, and will not discriminate against any student based on the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

From the onset of the dream of ILCH, we envisioned being able to serve students who are currently in our K-8 programs and have lacked access to a leadership program that builds on their experiences. As part of the outreach program, the petitioners determined that approximately fifty percent of the current 8th grade class are interested in a charter high school vs. the local high school. Therefore, outreach efforts will need to occur in order to fill seats and meet budgetary needs.

It is our intent for ILCH to follow our outreach plan articulated in the following pages to maximize our applicants to include a diverse population to match the YCJUSD racial and ethnic balance.

The founders of ILCH have developed an outreach plan in Appendix C along with a month by month overview of the efforts that will made by the Charter School with the goal of achieving a racial and ethnic balance reflective of the general population residing within the territorial jurisdiction of the District.

Annual ILCH outreach plan month by month

September:

Form Outreach Committee. The first meeting to be held in the last week in September to review current YCJUSD/ community demographics and diversity patterns. The committee will create an outreach action plan to ensure that ILCH is effectively recruiting a diverse student population that is representative of the community.

October:

Form Outreach Committee and finalize annual action outreach plan and assign duties to committee members. Plan is initiated by sending out flyers and postcards to the target groups. Conduct press releases made to attract target students to the Charter School.

November:

Community meetings are initiated, website information specific to the needs of the target populations on the Charter School website.

December/ January:

Print campaign with flyers and documents placed in strategic locations such as public library, family assistance and community centers.

February:

Invitations sent out to attend an Open House at the Charter School for prospective families who wish to enroll in the lottery. Press release for Open House to the community.

March:

Open House event with presentations provided for the target populations. Lottery held at the end of the month. Waiting list generated after the lottery is held.

April:

Families entered through the lottery process notified of their entry into the Charter School.

May:

Outreach plan evaluated for the number of target families enrolled in the lottery process.

June:

Results of outreach plan evaluation shared with the stakeholders and local District.



ADMISSION POLICIES AND PROCEDURES (ELEMENT 8)

<u>Governing Law:</u> Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

ILCH shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of any characteristic described in Education Code Section 220.

ILCH shall admit all pupils who wish to attend the Charter School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. ILCH shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission to ILCH, except in the case of a public random drawing, shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

ILCH is deemed as an affiliate of the Inland Leaders Charter Schools pursuant to 20 U.S.C. Section 7221i(H)(ii) and will adhere to AB 1360 for reasons of establishing matriculation of students from the K-8 program into the high school program.

The Charter School shall require students who wish to attend the Charter School to complete an application form.

A voluntary orientation meeting for interested applicants' parents/guardians is provided to ensure parent/guardian understanding of and commitment to ILCH's vision and policies. All families seeking admission will receive extensive information about the ILCH philosophy and educational program, including information regarding the Parent Contract, attached as <u>Appendix R</u>.

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each late winter/early spring for enrollment in the following school year. Following the open application period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, ILCH will hold a public random drawing to determine enrollment for the impacted grade levels, with the exception of existing students, who are guaranteed enrollment in the following school year.

The founders and writers of this petition have determined that the current ILCS lottery procedures will be followed to create unity with the K-8 program. Admission preferences, therefore, in the case of a public random drawing shall be given to the following students in the following order:

- Category 1: Children of employees and Board members of Inland Leaders Charter Schools, not to exceed 5% of total enrollment of ILCH.
- Category 2: Current students attending the K-8 program at Inland Leaders Charter School.



Category 3: Siblings of students admitted to or attending ILCH who are residents of the District.

Category 4: Siblings of students admitted to or attending ILCH who are not residents of the District.

Category 5: All other residents of the District.

Category 6: All other applicants.

ILCH and the District agree to adhere to the requirements related to admission preferences set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Parents will be notified of admission in a timely fashion following the public random drawing. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list, in the order in which their names were drawn, for future openings throughout the following school year. The wait list shall expire at the end of the school year for which it was created.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via email and the school website at least two weeks prior to the lottery date.

Enrollment Procedures

Parents whose students are selected by public random drawing to attend ILCH will be required to provide a completed enrollment packet, which includes the following:

- Parent Contract
- Registration document
- Proof of immunizations
- Proof of residence
- Proof of minimum and maximum age requirements



- Home Language Survey
- Completion of Emergency Medical Information
- Master Agreement for independent study pupils (if applicable)

No student will be denied admission, excluded from ILCH programs, or otherwise disciplined due to his or her parent/guardian's failure to sign the Parent Contract or to volunteer in accordance with the Parent Contract. ILCH shall develop and adopt a comprehensive enrollment policy and procedure to implement the provisions herein.



ANNUAL FINANCIAL AUDITS (ELEMENT 9)

<u>Governing Law</u>: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of ILCH will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of ILCH will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K–12 Audit Guide. Inland Leaders Charter Schools shall conduct separate audits for the ILCH high school program and the ILCS K–8 program.

An audit committee of the Inland Leaders Charter Schools Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of ILCH is a public record to be provided to the public upon request.



PUPIL SUSPENSION AND EXPULSION PROCEDURES (ELEMENT 10)

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
- (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
- (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Policy:

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion, and may be amended from time to time without the need to amend the Charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed



and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction, or willfully causing the infliction, of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons, or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow 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 Charter 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures:

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to (a) while on school grounds; (b)



while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

- 1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except in self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - I) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

- m) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.



- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that would be deemed hate violence or harassment, threats, or intimidation directed toward one or more students and that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but not limited to, with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm of his or her person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.



- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) A pupil who possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.



- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
- 3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - I) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.



- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened, or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.
- t) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s)s by creating an intimidating or



hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.



- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled



for 1 year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School



officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: (a) the pupil's presence will be disruptive to the education process; or (b) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.



Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1. The date and place of the expulsion hearing;
- 2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
- 3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a nonattorney advisor;
- 6. The right to inspect and obtain copies of all documents to be used at the hearing;
- 7. The opportunity to confront and question all witnesses who testify at the hearing;
- 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive 5 days notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
- 2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.



- 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
- 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and



used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Inland Leaders Charter Schools Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education



programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than 1 year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and



behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current



placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines t maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services



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

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

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

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

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

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



EMPLOYEE RETIREMENT SYSTEMS (ELEMENT 11)

<u>Governing Law</u>: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All certificated employees of ILCH who qualify for membership in STRS shall be covered by STRS. Employees will contribute at the rate established by the STRS system. All employees who do not qualify as members of STRS will participate and make contributions to the federal social security system. The Executive Director shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

ILCH will also make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.



PUBLIC SCHOOL ATTENDANCE ALTERNATIVES (ELEMENT 12)

<u>Governing Law</u>: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend ILCH. Students who reside within the District who choose not to attend ILCH may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in ILCH will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in ILCH, except to the extent that such a right is extended by the local education agency.



EMPLOYEE RETURN RIGHTS (ELEMENT 13)

<u>Governing Law</u>: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at ILCH. Employees of the District who choose to leave the employment of the District to work at ILCH will have no automatic rights of return to the District after employment by ILCH unless specifically granted by the District through a leave of absence or other agreement. ILCH employees shall have any right upon leaving the District to work in ILCH that the District may specify, any rights of return to employment in a school district after employment in ILCH that the District may specify, and any other rights upon leaving employment to work in ILCH that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to ILCH. Employment by ILCH provides no rights of employment at any other entity, including any rights in the case of closure of ILCH.



DISPUTE RESOLUTION (ELEMENT 14)

<u>Governing Law</u>: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N)

Disputes Between the Charter School and the District

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.



CLOSURE PROTOCOL (ELEMENT 15)

<u>Governing Law</u>: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

The following procedures shall apply in the event Inland Leaders Charter High School closes. The following procedures apply regardless of the reason for closure.

Closure of ILCH will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The default person responsible for closure-related activities is the Executive Director.

The Charter School will promptly notify parents and students of ILCH, the District, the San Bernardino County Office of Education, the SELPA, the retirement systems in which ILCH employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of 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 parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of ILCH of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close ILCH.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, ILCH will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232(g). ILCH will ask the District to store original records of ILCH students. All student records of ILCH shall be transferred to the District upon closure. If the District will not or cannot store the records, ILCH shall work with the 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.

As soon as reasonably practical, ILCH will prepare final financial records. ILCH will also have an independent audit completed within 6 months after closure. ILCH will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ILCH and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ILCH.

ILCH will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of ILCH, all assets of ILCH, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending ILCH, remain the sole property of ILCH and, upon the dissolution of the Inland Leaders Charter Schools nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon ILCH closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, ILCH shall remain solely responsible for all liabilities arising from the operation of ILCH.

As ILCH is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of ILCH, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

ILCH will utilize its reserve fund as specified by the budget in <u>Appendix S</u> to undertake any expenses associated with the closure procedures identified above.



MISCELLANEOUS CHARTER PROVISIONS

Budgets

<u>Governing Law:</u> The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first 3 years of operation. Education Code Section 47605(g).

Attached as Appendix S, please find ILCH financial documents, which include, but are not limited to, the following documents:

- 1. Budget Narrative
- 2. Budget, including start-up costs, developed in coordination with Edtec Financial Services
- 3. Cash flow and financial projections for the first 3 years of operation

Financial Reporting

ILCH shall provide reports to YCJUSD and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County:

- 1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- 2. By July 1, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- 3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
- 4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 5. By September 15, a final unaudited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

Administrative Services

<u>Governing Law</u>: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

Administrative services will be provided by the ILCH administration team and will be led by the Executive Director. ILCH will maintain a school principal, counselor, and classified personnel to assist in the day-to-day operations of the Charter School.

As noted above, ILCH will contract with EdTec for back office support in the areas of human resources, payroll, financial reporting, budgeting, attendance tracking, and business finance functions, as needed. Contracts with Edtec and Paychex are provided in Appendix T as part of the administrative support required. Both entities have a long-standing relationship with ILCS and have demonstrated a strong record and partnership.

District Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Visitation

ILCH and the District will jointly develop a continued visitation process to enable the District to gather information needed to validate the Charter School's performance and compliance with the terms of this



charter. ILCH agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight pursuant to Education Code Sections 47604.32 and 47607.

Response to Requests for Information

Pursuant to Education Code Section 47604.3, ILCH shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District, the County Office of Education, and the State Superintendent of Public Instruction.

Facilities

<u>Governing Law</u>: The facilities to be utilized by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(q).

ILCH anticipates its location at the Gracepoint Christian Church conveniently located on the Yucaipa Blvd, which is the largest road in the city. Enclosed as <u>Appendix U</u> is the document indicating a commitment from Grace Point Fellowship to house ILCH students.

ILCH anticipates requiring the following specific facilities from Gracepoint, in accordance with ILCH's student enrollment, staffing, and educational program needs:

- Four classrooms for core teachers in year 1 and 16 classes by year 4
- Office space for the secretaries, administration, counselor, and other staff
- Access to related Gracepoint facilities such as fields, assembly areas, labs, library, and physical education rooms
- Three bathrooms for student use and one bathroom for staff/parent use

ILCH shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or the California Building Standards Code. Facilities shall also be compliant with the Americans with Disabilities Act. The ability to retain such facilities will be subject to inspection by the District and appropriate local agencies, as necessary. Certificates of occupancy shall be provided to the District prior to commencement of instruction or as otherwise agreed upon by the District and ILCH.

Transportation

The Charter School will not provide transportation, except as required by law for students with disabilities in accordance with a student's IEP.

Transportation for field trips and student activities will be contracted through the local school bus provider or a privately contracted agency.



Food Services

As addressed under Element 6, ILCH shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. In addition, ILCH shall maintain nutritionally adequate meals for students who did not bring a lunch. Meals will be made available in such a way that it is not readily apparent that students are receiving free or reduced price meals. ILCH will prepare or deliver nutritious meals for all students at the high school location. This cost is reflected in the Charter School's budget in Appendix S. ILCH will apply for reimbursement for free and reduced lunches by the California Department of Education, Nutrition Services Division.

Potential Civil Liability Effects

<u>Governing Law</u>: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(q).

ILCH shall be operated by Inland Leaders Charter Schools, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public 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 if the authority has complied with all oversight responsibilities required by law. ILCH shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of ILCH.

Further, ILCH intends to enter into a memorandum of understanding with the District, wherein ILCH shall indemnify the District for the actions of ILCH under this charter.

The corporate bylaws of the Inland Leaders Charter Schools shall provide for indemnification of the Inland Leaders Charter Schools Board of Directors, officers, agents, and employees, and Inland Leaders Charter Schools will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and ILCH's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of ILCH.

The Inland Leaders Charter Schools Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.



CONCLUSION

By approving this charter petition, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; provide parents and pupils with expanded choices in education; and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns.

As approved by the Board of Directors of Inland Leaders Charter Schools, we hereby present the District a petition for the establishment of the Inland Leaders Charter High School, requesting a 5-year term, from July 1, 2019 through June 30, 2024.

Respectfully submitted on December 11, 2018

Mike Gordon, Executive Director, ILCS





APPENDIX A - LETTERS OF SUPPORT



Grace Point Fellowship Church

December 11, 2018

Dear Yucaipa School Board:

I'm writing to express to you our church's robust support of the petition for a new Inland Leaders Charter High School. While it goes without saying that our church stands to receive a financial gain from an approval, we wish to communicate that we also see the school as a solid gain for our community at large.

When educational institutions attract and develop students that one-day get deployed into society as highly educated, high-level leaders, everybody benefits and everybody wins. Everybody wins because well educated individuals and leaders who have integrity, go on to live lives of impact that create a catalytic ripple effect of positive influence. This influence touches individuals, families, workplaces, communities and churches in transformative ways. It is here, that Grace Point Church and the Yucaipa Unified School District find our common ground.

Grace Point fellowship holds the conviction that a church should not just be in community for itself but in community, for the community. As you may or may not be aware, we have a long-standing reputation of living out this conviction through community events. For example, each year we hold a "Family Fun Fest" on Halloween. The event draws our community together for a safe and sweet, kid-friendly evening of "trunk or treat" and other great attractions. Also, our annual Christmas light show has become a community favorite. Hundreds of cars crammed with moms, dads, kids, family and friends make their way to our parking lot each December to take delight in our musically synchronized, dancing lights. This annual attraction has become so endearing to residents that for many it's become a type of "family pastime." In addition, last year we hosted the first ever, Easter "egg drop" which featured a helicopter hovering over our lawn that dare-fully (and carefully) dropped thousands of eggs before the eager and excited eyes of hundreds of kids in our community.

While our events arc fun and effective at drawing a crowd, we recognize they are limited in that they offer community impact only a *few* times a year. Meanwhile, *we* are keenly aware that we are blessed with over 80,000 square feet of uptown facilities that remain mostly empty throughout the week (the vast majority of our ministry occurs only on Sundays and in the evenings). In light of this, it has been a prayer of ours that God would provide a way for us to use the buildings we've been blessed with, to the greater good of our community.

As mentioned, we are a church in community *for* the community. To this end, when Inland Leaders Charter School approached us, it se, med a natural fit, especially given the fact that our buildings were constructed with a school in mind. In fact, we used to operate a private school on our campus. It ceased operations in 2009. Given our history, we are already, by and large, outfitted with the space I.L.C.S. needs to get the high school started.

In addition to our ability to provide ample meeting space for o_{Ve} r 400 students plus faculty, we're also excited to share that Grace Point has begun a half-a-million dollar facility makeover that incoming students would greatly benefit from. These improvements, which are already fully

funded, will include: a newly remodeled cafeteria, beautifully remodeled courtyard with a soothing water feature, comfortable outdoor seating, and an updated auditorium for leadership rallies. We are pleased to think that in addition to the top-shelf education your students would receive, they would also find themselves in on-campus environments that are nurturing to learning, leadership training and friendship development.

When I shared the idea of leasing our facilities to I.L.C.S in a meeting with our congregation, it was met with an engaging discussion and the kind of healthy inquiry one might expect. Yet, as our picture of the preferred future began to emerge, we found our dialogue producing a contagious excitement and enthusiasm.

We realize that a new high school comes with specific challenges, but I pray the enthusiasm we felt that night does not end in that single experience. Rather, we hope it will persevere, swell and result in the birth of another fine intuition of educational excellence. It is easy to see that the excitement of a new charter high school in Yucaipa is being felt among students, teachers and members of our community. It would be so amazing to see our excitement about this dream come to fantastic fruition tonight!

Admittedly, I am a pastor not a public school educator or administrator. I don't assume to see all the angles you see or know all of the challenges this decision poses to you. But having spent my life in spiritual development and as a fellow community leader, I can say with certainty that everyone benefits when students receive excellence in education and leadership development. Our families would benefit. Our community would benefit. Our churches would benefit and by extension, our world would benefit too.

For the greatest good,

Randy P. Balling

Lead Pastor of Grace Point Fellowship Church



34282 Yucaipa Blvd., Suite #211, Yucaipa, CA 92399 Office: 909-500-7629 • Toll Free: 877-532-5507 • Fax: 877-471-0312 www.markarianlg.com

12-3-2018

RE: INLAND LEADERS CHARTER SCHOOL HIGH SCHOOL CHARTER PETITION

To whom it may concern;

Markraian Law Group, APLC (MLG) stands with the Inland Leaders Charter School (ILCS) families to offer the children of our town the option of a junior college high school Charter. ILCS has been educating and preparing future leaders for our community since its founding. The number of its students has been growing due to the awareness it has created in our community and the option it has provided our families to experience excellence in education.

The growth of the ILCS family is well deserved as a result of its excellent faculty and staff. In anticipation of serving the community by providing leaders, ILCS has made the decision to expand into a high school to continue pushing its students to reach their maximum potential.

MLG would like to stand together with the ILCS family in support of its Inland Leaders Charter School High School Petition that will be submitted for your review. We express our profound pride in offering our community such an excellent choice of education and leadership-providing institution.

Finally, please also note that I started as an intern with ILCS in 2011 and after witnessing the results first hand, I decided to purchase a home in Yucaipa, move my family and start my business and get involved in this wonderful town, all because of my level of gratitude to ILCS and its faculty and staff.

Please consider this letter of support in regards of the petition submitted for ILCS to expand into a high school.

Very Respectfully

MARKARIAN LAW GROUP, APLC.

Christopher V. Markarian, Esq.



Board of Directors Yucaipa-Calimesa Joint Unified School District 12797 Third St. Yucaipa, CA 92399-4544 December 10, 2018

Dear Board members,

As the Director of Education at Esri and resident of Yucaipa, I'm pleased to provide this letter of support for the proposed Inland Leaders Charter High School (ILCH).

Located in Redlands, California, Esri is world's leading provider of Geographic Information Systems (GIS) software. Through our products, services, and civic engagement we seek to inspire and empower people to positively impact the future through a deeper geographic understanding of the changing world around them.

We're excited about the proposed school's emphasis on leadership and college preparation. We're particularly interested in the possibility of adding ILCH to the growing list of over 10,000 K-12 schools around the world at which GIS and spatial thinking are used to enrich teaching and learning across a spectrum of subjects, including environmental studies, social studies, history, literature, and more.

In addition to Esri's ArcGIS technology, students and teachers will enjoy no-cost access to extensive collections of educational resources, including web courses at the Esri Academy and self-guided software demos at Learn ArcGIS.

Students who wish to include GIS mapping and analysis in their Senior Capstone projects will also benefit from our national network of <u>GeoMentors</u> – experienced GIS practitioners who are eager to share their knowledge and skills with schools.

I look forward to helping ILCH implement GIS as part of its innovative curriculum.

Sincerely yours,

ADDB:

David DiBiase

Director of Education, Global Business Development

APPENDIX B - ILCS BOARD OF DIRECTORS

Robert H. (Bob) Stranger - June 2018

GOAL: As a member of the community, assist in securing educational choices for area students.

EXPERIENCE

Southern California Edison Company. Rosemead, California, March 1971 - November 1996

- Distribution construction crew member, Services Supervisor, Services and Accounting Manager, Public Affairs Manager, Regional Manager at retirement. Over 25 years Responsible for electrical service, area wide operations, safety, and regulatory compliance. Successful large project administration including reductions in force, service boundary changes, and centralizing distribution service centers.
- Hesperia Unified School District Hesperia, California October 1999 January 2004
 Assistant Superintendent of Schools Chief Financial Officer.

Responsible for: fiscal services, facilities, food service, transportation, technology, purchasing, and facilities planning.

Colton Joint Unified School District Colton, California – Feb. 2004 - November 2006
 Assistant Superintendent of schools - Chief Financial Officer.

Responsible for: fiscal services, facilities, food service, transportation, technology, purchasing, and facilities planning.

Education

San Bernardino Valley College; AA June 1967, California State University San Bernardino; BA March 1971, California State University Fullerton; MBA, March 1976, University of California Riverside California School of Education; June Ph.D. June 2006.

Honors

Published quantitative study - efficacy of alternative high school class scheduling - UCR School of Education

Military Service

Noncommissioned officer - Navigation Department - US Navy Reserve - Active duty 1967-1969 USS Galveston CLG-3 - Viet Nam.

Public Service

Six terms, 24 year elected member of the Yucaipa Calimesa Joint Unified School District Board of Trustees, 12 year member of Colton/Redlands/Yucaipa Regional Occupation Program Board of Trustees, Loma Linda Veterans Hospital volunteer, currently serve as Board President, Inland Leaders Charter School.

INTERESTS:

Hiking, travel, volunteering.

Mrs. Bonnie Mitchell

13668 Oak Mountain Drive Yucaipa, CA 92399 909-797-3539

Education

Master of Arts in Education-Curriculum and Instruction, University of Redlands, Redlands, California, 2001 Additional post-graduate work:

University of California Extension, Riverside, California 1999, 1995; University of San Diego, San Diego, California, 1999; University of California- Los Angeles, Los Angeles, California, 1998; California State University-San Bernardino, San Bernardino, California1995, 1990, California credential program-1976-1982 Bachelor of Science –Elementary Education, Northern Illinois University, De Kalb, Illinois, 1968 Eastern Illinois University, Charleston, Illinois, 1964-66

Teaching Experience

Azusa Pacific University, Azusa, California, 2005-Present, University Supervisor of student teachers and interns

University of Redlands, Redlands, California, 2005-2006, University Supervisor of student teachers and interns

Yucaipa-Calimesa Joint Unified School District, Yucaipa, California, 1975-2004 including the following assignments:

Yucaipa High School and Yucaipa Junior High School 1991-2004, English (inclusive), Forensics-speech coach, 1993-96, Literacy 1999-2004

Yucaipa Adult School, learning lab for high school diploma 1988-1991, older adult program, 1976-1988 Substitute teacher, K-6 Yucaipa-Calimesa Joint Unified School District (1975-76)

Cypress Avenue Christian School, Redlands, California, grade 1, 1971-1973

Grace Christian School, San Bernardino, California, grade 1, 1970-1971

Genoa-Kingston School District, Genoa, Illinois, grade 1, 1968-1970

Professional Activities and Awards

Board Member for Inland Leaders Charter School 2009-Present

Advisory Council for Content Standards and Assessment, 2002-3

YHS English Department Chair, 2002-2003; YJHS English Department Co-Chair, 1992-1994

Secondary Peer Coach and Mentor, 1996-2003

BTSA Mentor, 1999-2000

Arrowhead Reading Council Award, 2000

Literacy in Content Area Grade 7-12, In-service Presenter, 2000

Who's Who of American Teachers, 1996, 1998, 2003

Toyota-Time Grant Recipient Group Member, 1997

Excellence in Teaching-Leadership Team Award, Yucaipa High School Fall, 1996; Spring, 1997

California Council of Adult Educators, Excellence in Teaching Award, 1991

California Council of Adult Educators, Presenter at state conference, 1989

References available upon request

David Forbes Massongill

34826 Elmwood Lane Yucaipa, CA 92399 Mobile Phone (951) 3128784

Objective

To provide clients with comprehensive Wealth Planning

Experience

June 1, 2009 to Present

Massongill Wealth Management, Offices in Yucaipa and Redlands, CA – 222 E. Olive Ave. Ste. 1, Redlands, CA 92373 Phone (909) 790–8005

Email: <u>david@massongillwealthmanagement.com</u>

Financial Advisor/Branch Manager

- Comprehensive commission and fee based retirement, investment and insurance planning for individuals and small businesses. Currently we clear business through Securities America Financial Corp. our broker Dealer. Massongill Wealth Management and Securities America are not affiliated.
- Manage approximately \$42 million dollars in assets for 250 clients.
- Licenses Held: FINRA Series 6, 7, 24, 51, 63, 65. California Life and Disability Lic. 0B30168

October 1993 - May 2009

SagePoint Financial, Yucaipa CA. - Financial Advisor/Branch Manager

• Comprehensive commission and fee based retirement, investment and insurance planning for individuals and small businesses.

Education

September 1989 - May 1993

BIOLA University, La Mirada, CA - B.S. Business Administration with an emphasis in Marketing and a minor in Biblical Studies - Cum Laude

Interests

Currently a Board Member for Inland Leaders Charter School - 12 years served. Former Elder Board Member at First Baptist Church of Yucaipa - 4 years served. I enjoy spending time with family as well as fishing and 4x4ing.

ARON MATHEW WOLFE INVESTIGATOR II, RIVERSIDE COUNTY SHERIFF'S 33423 MINERS DR., YUCAIPA CA 92399 CELL (909) 239-2139

aronandmegan@me.com

OBJECTIVE

To obtain a position as an adjunct instructor for the Riverside Community College System.

CAREER SUMMARY

Comprehensive skills in Administration of Justice, including: Preparation, supervision and execution of search warrants, arrest warrants, court orders and other legal processes; supervision and participation in field investigations and crime scene searches; preparation of criminal cases for court; providing expert court testimony; victim centered interview and suspect interrogation experience; and effective leadership and hands-on problem solving ability.

Currently employed by the Riverside County Sheriff's Department, as a Lead Investigator, specifically assigned to the Palm Desert Sheriff's Station – Investigations Bureau. Responsibilities include property investigations, crimes against children investigations, crimes against persons investigations, sexual assault investigations, missing person investigations, death investigations, and violent crime investigations. In addition to my Palm Desert Investigations Bureau responsibilities, I also carry a Human Trafficking case load which I conduct under the supervision of Sergeant John Sawyer from the department Special Investigations Bureau – Riverside County Anti-Human Trafficking (RCAHT) Task Force.

EXPERIENCE

I have over 18 years of law enforcement experience, as a peace officer, in the State of California. In January 2000, I was hired by the Los Angeles County Sheriff's Department and assigned to an academy. After the academy, I was assigned to Men's Central Jail, where I was tasked with ensuring the day to day operations of the facility and supervising inmates.

In March 2005, I was hired by the Riverside County Sheriff's Department and assigned to patrol at the Moreno Valley station. While assigned to Patrol, I worked various shifts, and at one point was a Field Training Officer. In July 2007, I was assigned to the Moreno Valley Problem Oriented Policing Team (POP) where I was tasked with bicycle patrol, Off-Road Highway Vehicle Enforcement, Alcohol Beverage Control Investigations, Section 8 Investigations, Transient Operations, the Community Policing Program, Christmas Cheer, Counterfeit Operations, all VICE Investigations and all Human Trafficking Investigations. During my time on POP, I wrote an Off-Highway Vehicle Enforcement Grant, an Alcohol Beverage Control Grant, a Sexual Predator Grant and a Human Trafficking Grant. I also authored and executed numerous search warrants and operational packages and conducted numerous victim interviews and suspect interrogations. Many of my cases resulted in both 1275 PC (illegal bail funds) and 1269 PC (bail enhancement) motions.

In August 2010, I was assigned to the department's Special Investigations Bureau (SIB) – Intelligence Unit, where I was tasked with creating the Riverside County Anti-Human Trafficking Task Force (RCAHT). In addition to authoring the California Emergency

Management Agency (CalEMA) grant which funded RCAHT, I was also tasked with being the grant administrator; which required monthly, quarterly, and yearly statistical reporting, both financial and case based.

While assigned to the RCAHT task force, I authored two additional Bureau of Justice Assistance (BJA) grants, one of which was awarded. My responsibilities included, but were not limited to, task force administrative duties, the creation and implementation of human trafficking trainings, authoring memorandum of understandings (MOU's) with both state and federal agencies to include non-profit organizations (NGO's), authoring department directives, building a collaborative approach to combat human trafficking; to include both law enforcement and non-law enforcement partnerships; and investigating both domestic and international human trafficking leads, which often led to multiple search warrants, victim and suspect interviews, evidence preservation, criminal case preparation and extensive report writing. During these investigations, I utilized forensic interviews and had both sexual assault and child abuse neglect exams conducted.

During my appointment to the RCAHT task force, I created a labor and a sex trafficking questionnaire, along with a human trafficking investigative worksheet. I provided human trafficking investigations training to the California Department of Labor and the California Economic Development Department. I also provided training to the Riverside County Department of Agriculture, Riverside County Environmental Health, Riverside County Code Enforcement, and Riverside County Animal Control, all in my attempt to build a county wide coalition to combat human trafficking. In addition to training various county agencies, I also provided several trainings to the San Bernardino County District Attorney's Office and the Riverside County District Attorney's Office, to include the Riverside County Bar Association and the Riverside County District Attorney's, "Human Trafficking Summit."

In addition to providing trainings, I worked with school administrators throughout Riverside County to develop a curriculum and implement the tools necessary (i.e. indicator check lists) to identity and report possible human trafficking victims. I also assisted in the development of an identification and reporting system for potential human trafficking victims with the Riverside County Juvenile Probation Department and the Riverside County Department of Social Services; which included the creation of a human trafficking hotline and human trafficking identification and informative pamphlets. These identification and intervention programs include the training of social workers, probation officers, school resource officers, school teachers and administrators, and juvenile hall intake therapist and counselors.

In addition to assisting RCHAT's collaborative agencies with developing a multidisciplinary best practices approach for identification, I also assisted in the creation of a mandatory reporting process of leads from the Riverside County Department of Social Services to the Riverside County Anti-Human Trafficking Task Force. Many of these models, to include RCAHT's collaborative task force model, have been adopted and implemented by several newer human trafficking task forces such as the Los Angeles County and the San Bernardino County Anti-Human Trafficking Task Force's.

In total, I have written over 40 search warrants and operational packages, identified and rescued over 70 human trafficking victims (most of which were juveniles) and either identified and/or arrested over 80 human trafficking suspects. I have also trained in excess of 10,000 people in the subject of human trafficking and assisted in the creation of the California Attorney

General's "Human Trafficking in California" 2011 report, which included recommendations for administrative and legislative changes to use program properties or other resources owned, operated, or funded by the California Government to provide safe housing. In addition to conducting human trafficking investigations, I have also conducted fraud investigations (Section 8), Counterfeit Goods Investigations, Child Abuse Investigations, Sexual Assault Investigations, Kidnapping Investigations, etc.

During my time as a peace officer, I have written search warrants for the following: cell phones, fraud, businesses, hotels, residence, vehicles, internet service and social media providers (i.e. Facebook, Backpage, Craigslist, Yahoo, Google, AOL, etc.), I.P. Addresses, financial institutions, computers, DNA, and cell phone providers. I have also Hobbs (confidential) and received night time service for my search warrants.

In October 2013, I was promoted to the rank of Investigator and assigned to the Professional Standards Bureau (PSB). During my time at PSB, my duties included but were not limited to civil case and lawsuit preparation for the department's civil attorneys and personnel/internal affairs investigations. In addition, I was also tasked with several "special" projects from Sheriff's Administration, as well as responding to CPRA request and attending/overseeing arbitration and/or unemployment hearings.

In June 2017, I promoted to a Lead Investigator and in September 2017, I was transferred from PSB to the Palm Desert Sheriff's Station – Investigations Bureau; where I am assigned general criminal investigations (financial crimes, crimes against persons, missing persons, etc.).

SPECIFIC CASE HIGHLIGHTS

Rolling 60's Federal Criminal Conspiracy Case –

- Collaborated with the United States Attorney's Office, the Federal Bureau of Investigations, the Riverside Police Department, and Riverside County Department of Social Services
- Rescued seven juvenile victims and one adult victim
- Arrested and federally indicted eight suspects
- Numerous federal affidavits authored and executed
- Sentences for the main suspects in this case ranged from 18 to 35 years in federal prison

Rialto Sex Trafficking –

- Collaborated with the Rialto Police Department and Riverside County Department of Social Service's
- Arrested and charged five suspects
- Rescued two juvenile victims
- Authored and executed three search warrants
- Main suspect sentenced to 10 years in state prison

San Bernardino County Department of Social Services Employee Investigation –

 Collaborated with the San Bernardino County District Attorney Investigator's Office, the San Bernardino County Sheriff's Department, the Kern County Sheriff's Department, the Bakersfield Police Department, Riverside County Probation, Riverside and San Bernardino County Department of Social Service's and the Federal Bureau of Investigations

- Arrested two suspects with one outstanding suspect
- Rescued two juvenile victims
- Authored and executed nine search warrants and obtained pre-text confession
- Main suspect (Department of Social Service Employee) convicted in a jury trial and sentenced to 75 years in state prison

Brothel Reverse –

- Identified a possible sex trafficking organization operating a brothel out of a residence in the city of Moreno Valley
- Conducted numerous undercover operations
- Authored and executed an anticipatory search warrant along with a court order allowing law enforcement to occupy the suspected residence for the purpose of conducting a reverse prostitution operation out of it
- Arrested and charged 21 people, seven of which paid to have sex with a 14-year-old juvenile

International Human Trafficking Investigation (Domestic Servitude) –

- Collaborated with Homeland Security Investigations and the Federal Bureau of Investigations
- Identified and rescued one international human trafficking victim from Dilan, China
- Identified and federally charged two human trafficking suspects
- Authored and executed one search warrant
- T-Visa and Continued Presence Issued

Deaf HT Labor Investigation (Peddling and Panhandling) –

- Collaborated with Homeland Security Investigations and the Federal Bureau of Investigations
- Identified and rescued two deaf victims who were trafficked to the U.S. from Mexico
- Pre-Text confession from suspect via TDD/TTY video monitor
- Identified and federally charged one human trafficking suspect
- T-Visa's and Continued Presence Issued

International Human Trafficking Investigation (Ice Cream Sales) –

- Identified and rescued one juvenile international human trafficking and child abuse victim brought to the U.S. from Mexico
- Identified and rescued three additional juveniles who were subjected to child abuse and human trafficking conditions
- Identified and charged two human trafficking suspects
- Numerous Child Forensic Interviews and Child Abuse and Neglect Exams Conducted

PEACE OFFICER TRAINING

Amber Alert Investigative Strategies for Missing and Abducted Children 32 Hou	urs
	ırs
Amber Alert Specialized Investigative Techniques in Child Abduction Cases 40 Hou	ırs
B.A.T.I. Advanced Cognitive Interviewing & Forensic Statement Analysis 40 Hou	ırs
B.A.T.I. Interview and Interrogation Training 40 Hou	ırs
Bilateral Safety Corridor International Human Trafficking Conference 24 Hou	ırs

C.N.O.A. Counterfeit Training	8 Hours
C.N.O.A. Human Trafficking Investigations	8 Hours
C.N.O.A. Mexican Cartel Training	8 Hours
Crimes Against Children's Conference-Dallas TX	40 Hours
D.O.J. Confidential Informant Training	24 Hours
F.B.I. Crimes against Children Seminar	24 Hours
F.B.I. Human Trafficking Training	8 Hours
F.B.I. Image Scan Training	8 Hours
Field Search Computer Forensics Exam Training	8 Hours
Honda Center – Motorcycle and Off Highway Safety Program	24 Hours
ICAC / F.B.I Sexual Assault Investigations for First Responders	8 Hours
Introduction to Human Trafficking-Clear Water Florida	8 Hours
L.A.P.D. Rico and Conspiracy Case Training	8 Hours
L.A.P.D. Effective Strategies for Interviewing CESEC Victims	16 Hours
Los Angeles County HT Task Force-Human Trafficking Training	5 Hours
Los Angeles County Sheriff's Department Academy Training	720 Hours
NCMEC Child Exploitation Investigations	40 Hours
NCMEC Protecting Children Online-Technology-Facilitated Crimes	40 Hours
NCMEC Protecting Victims of Child Prostitution and Exploitation Training	40 Hours
Orange County HT Task Force-Human Trafficking of Minors	8 Hours
S.B.S.O Problem Oriented Policing Training	8 Hours
R.S.D. Basic Surveillance and Surveillance Equipment Management	32 Hours
R.S.D. Crime Scene Investigations	24 Hours
R.S.D. Drug Abuse Recognition Training	24 Hours
R.S.D. Field Officer Training	40 Hours
R.S.D. Search Warrant Preparation and Execution	16 Hours
R.S.D. Search Warrant Writing and Execution Training	8 Hours
R.S.D. Bicycle Patrol Course	40 Hours
R.S.D. Basic Criminal Investigators Course	40 Hours
R.S.D. Internal Affairs Investigations	24 Hours
R.S.D. Child Abuse and Sexual Assault Investigations	40 Hours
OJJDP Prosecuting Child Sex Trafficking Cases	2 Hours
OJJDP Interviewing Victims of Child Sex Trafficking	2 Hours
OJJDP Child Sex Trafficking	2 Hours
OJJDP Patrol First Response for Missing and Abducted Children	2 Hours
Officer Involved Shooting Investigations	40 Hours
Interview and Interrogation for Investigators	40 Hours
Academy Instructor Certification Course	40 Hours
DOJ Missing & Unidentified Persons Investigations Training	16 Hours

TRAINING CREATED AND PRESENTED

During my assignment on the RCAHT Task Force, I presented in excess of 500 hours of training to more than 10,000 people on the subject of investigating human trafficking and VICE cases to law enforcement and non-law enforcement personnel. In doing so, I created several human trafficking training programs, including a 30 minute, a two-hour and a four-hour presentation, which have been presented to the aforementioned 10,000 people.

In addition, I created an eight-hour POST Certified VICE course and a 16-hour POST Certified Human Trafficking course (with an emphasis on student participation (i.e. AICC)) for the

Riverside County Sheriff's Department; both of which I instruct for. I have also presented blocks of instruction for the Department of Justices'- "Missing and Unidentified Persons Investigations Course," the Federal Bureau of Investigations – "Crimes Against Children's Seminar," the Riverside County District Attorney's – "Human Trafficking Summit," the Perris Union High School Districts – "Professional Development Training," and the Riverside County Sheriff's Department – "East County Citizens' Academy."

P.O.S.T. CERTIFICATE LEVEL

Basic P.O.S.T. May 2000 Intermediate P.O.S.T. May 2004 Advanced P.O.S.T. February 2011

EDUCATION

College Semester Units: 90 / Major: General Education / Degree: AA Rancho Cucamonga High School Graduate (September 1992 - June 1996) Chaffey College Graduate (Associates of Arts Degree- January 1997 - August 1999)

SPECIFIC ACHIEVEMENTS

- 2010 Case agent and undercover in several transient operations; one of which led to the arrest of a Homicide suspect and the weapon used in the homicide
- 2010 Cross Sworn by the U.S. Marshal's Office-FBI Innocence Lost Task Force
- 2010 Authored and awarded a \$500,000 Anti Human Trafficking grant from CalEMA
- 2010 Initiated the Riverside County Anti-Human Trafficking Task Force
- 2010 Authored a \$1,000,000 Anti Human Trafficking grant from BJA-OVC
- 2010 Created and Presented Human Trafficking training to 5000+ people during the Justice Matters Conference
- 2011 Authored several articles on human trafficking, including one for the Riverside Lawyer Magazine
- 2011 Interviewed by NBC regarding the Riverside County Anti-Human Trafficking Task Force and the problem of human trafficking within Riverside County
- 2011 Panel Speaker for the CalOES Summit on Human Trafficking, in which several State Legislators and CalOES Executives attended.
- 2012 Authored and awarded a \$1,000,000 Anti Human Trafficking grant from BJA-OVC
- 2012 Participated in the California Attorney Generals Human Trafficking Working Group to create the 2012 Human Trafficking in California Report
- 2012 Speaker for the Justice Matters Conference
- 2012 Organized and presented at the Inland Empire's National Human Trafficking Truckers Association Conference.
- 2012 On-air interview with SirusXM satellite truckers radio station in which over three million listeners tuned in for my interview. Organized by the National Human Trafficking Truckers Association.
- 2012 Speaker for the Riverside County District Attorney's Office "Summit" on Human Trafficking, which was presented to prosecuting attorneys throughout the State of California
- 2012 Presented several two hour trainings on Human Trafficking Investigations for the San Bernardino County District Attorney's Office and the Riverside County District Attorney's Office
- 2013 Promoted to Investigator and assigned to the Professional Standards Bureau where I have been assigned several administrative and personnel investigations.

AWARDS AND COMMENDATIONS

- 2009 Recipient of the Unit Citation Award while assigned to the Moreno Valley Problem Oriented Policing Team
- 2009 Recipient of the Hero's with Hearts award while assigned to the Moreno Valley Problem Oriented Policing Team
- 2013 Recipient of the Law Enforcement Appreciation Committees (LEAC) Investigative Excellence Award while assigned to the Riverside County Anti-Human Trafficking Task Force
- 2013 Recipient of the Deputy Sheriff of the Year award for the Riverside County Sheriff's Department while Assigned to the Riverside County Anti-Human Trafficking Task Force
- 2014 Recipient of the Distinguished Service award from the United States Attorney's Office
- 2014 Recipient of the Victim Services award from the United States Attorney's Office

AFFILIATIONS

Coalition Against Sexual Exploitation Association (C.A.S.E.)

Riverside County Anti-Human Trafficking Task Force (R.C.A.H.T.)

Family and Youth Services Bureau (F.Y.S.B.)

National Criminal Justice Reference Services (N.C.J.R.S.)

National Center for Missing and Exploited Children (N.C.M.E.C.)

The Justice Technology Information Center (JUSTNET)

USA-Tip Listserv

COMMUNITY INVOLVEMENT

I am a Planning Commissioner for the City of Yucaipa. This is an appointed position by the Yucaipa City Council.

I am a School Board Member for Inland Leaders Charter School (ILCS) in Yucaipa CA. This is an elected position by ILCS parents and faculty.

I am an active member of my church, serving as a "Lead" on our security team.

I was previously a board member with the Yucaipa Valley Youth Soccer Organization (recreational soccer) where I held several different positions.

I was previously an at large board member with the Yucaipa Valley Spartans FC club soccer and held the position of director of sponsorships, community outreach and publicity.

I coach both recreational soccer and recreational basketball for the City of Yucaipa. In addition, I was also the ILCS Middle School (6th-8th grades) basketball coach for the 2017-2018 school year.

APPENDIX C - OUTREACH PLAN

ON-GOING OUTREACH ACTION PLAN FOR ILCH

Goal: To attract first-generation college students and subgroups into the charter program

Data: Data reveals that only 70% of current 8th grade students from ILCS will choose ILCH so recruiting will be necessary.

Results/Accomplishments: To be reviewed in June each year to analyze success of the plan

Objectives	Who	Timeline	Resources	Specific Actions	Results/ Review
Step 1: Create an Outreach Committee to guide and direct recruiting campaign targeting focus group and promote diversity	Dr. Urrea	Sept	Parent committee members and ILCS activities director	*Seek and recruit individuals with diverse backgrounds that are reflective of our community's demographics.	ILCH Committee Members will be identified.
Step 2: Recruiting campaign	Mike Gordon Lisa Urrea Tania Duran Claudia Thulliez Dayanara Garcia	Weekly and ongoing beginning Sept	*ILCH Outreach Committee *Diocese of San Bernardino *Interfaith Community Support *Key stake holder volunteers *500 dollar budget	*Place flyers at Asederos, Yucaipa Coin Laundry, Anita's Bakery, Laundromat, Groceries for Less, 99 cent store, St. Francis, Spanish speaking churches, local churches, local schools, and soccer fields. *Presentation at key community areas: Yucaipa and Calimesa libraries, Yucaipa and Calimesa community centers, local churches, local schools *Create ILCH website in both English and Spanish	Monitor and track Weekly; review monthly the number of pre- registrations; collect and count sign in sheets to monitor number of attendees.

Step 3: Press Releases/ print campaign	Dr. Urrea Ronica Hochreiter	Sept. – June	*1000 dollar budget *Volunteers	*Create, order, and distribute ILCH flyers in both English and Spanish *News Mirror, Redlands Facts, SB Sun, and Press Enterprise press release to announce ILCH program and services *News Mirror, Redlands Facts, SB Sun, and Press Enterprise press release to announce lottery/open enrollment *Press release for open house *Information mailings	Track pre-enrollment registrations; monitor Face Book and webpage "hits;" track phone and email inquiries; Examine lottery results; Review June.
Step 4: Lottery/ Open House	Dr. Urrea Mike Gordon	March– May	*500 dollar budget *Volunteer parents *Teachers *Translator	*Information meeting *Setup lottery day *Provide translation services *Teachers to open classes and discuss benefits of the charter program	Examine lottery results; Review plan in June.

Evidence of Success: ILCH will have 100% enrollment in every grade level with at the same demographic makeup of the local district.

Evaluation Process: Administration will review the application documents and disaggregate them by demographic and how the families were informed about the school and distribute this information to the ILCS Board and faculty.

Evaluation Summary: To be provided in June

APPENDIX D - LEADERSHIP CURRICULUM

ILCH has determined to use the *Habitudes program on-line as its leadership curriculum and will be working closely with the company to implement on-going and targeted leadership for our students. Below is a sample of one of its lessons.*





The Iceberg

The iceberg represents your leadership. The 10% above the water is your skill. The 90% below the water is your character. It's what's below the surface that sinks the ship.

An iceberg is an interesting picture of the first rule of leadership. There's more to it than meets the eye. Most of an iceberg is below the surface of the water. You probably remember the awesome story of the *Titanic*. (Maybe you saw the movie!) The huge and unsinkable ship received five iceberg warnings that fateful night of April 14, 1912, just before it went down. When the sixth message came in during the wee hours of the next morning: "Look out for icebergs," the operator wired back, "Shut up! I'm busy." These were his last words over the wire before it all happened. Exactly thirty minutes later, the great vessel—the one whose captain said even God couldn't sink—was sinking. Hundreds of passengers and crew were drowned.

What was the problem? They forgot the truth about icebergs. What they saw above the water couldn't have sunk the great ship. Unfortunately they forgot that most of an iceberg is below the water line. They underestimated the power of the iceberg, and overestimated their own strength. What an accurate description of so many leaders today.

The iceberg is a great picture of leadership because so much of our influence comes from qualities we can't see on the outside. It's stuff below the surface. I estimate 90% of our leadership is made up from our character. And, our character is the sum total of our:

- Self-discipline (The ability to do what's right even if you don't feel like it)
- Core values (Principles you live by that enable you to take a moral stand)
- Sense of identity (A realistic self-image based on your gifts and personality)
- Emotional security (The capacity to be emotionally stable and consistent)

page 1

Many people make it into the limelight, and neglect their character. Your skill may get you to the top—but it's your character that will keep you there. If you don't have strong character, you will eventually sabotage your leadership. You can only fake it so long. We learned this in the 1980s when so many religious televangelists fell morally. We learned it again in the 1990s when many politicians fell morally, including our president. We learned it again during the first decade of the new century when corporations such as Enron, WorldCom and Tyco committed moral crimes and pro athletes were taken to court due to lack of character. Even dozens of Catholic priests were charged with sexual crimes. My explanation? The iceberg. Weak character may begin with lying and cheating on tests. It eventually takes the form of fraud, sex crimes, robbery and scandals. In 2003, news became public that American Airlines, food service giant Ahold, and Healthsouth were all charged with mishandling funds. Were these companies part of the list of scandals in 2002? Nope. The scandals all happened after, and in spite of, the new legislation to combat corporate crimes. In other words, we didn't learn our lesson from Enron, back in 2002.

It didn't start with our generation, though. About a hundred years ago, a boy grew up in Europe. His father's given name was Alois Schicklgruber. As a teen, he never learned about character. His parents never taught him right from wrong, and he began to come up with his own ideas and values. His father put him down when he talked about becoming a priest, and insulted him when he spoke of becoming an artist. He was never valued, nor taught values. One night, he heard his mom and dad argue about moving away. He was convinced they hated him and suspected they would leave him behind. He decided to put up an emotional wall and never let anyone inside his heart. He ran away. This boy grew up to be a man. The man became a leader. You know him as Adolf Hitler.

History proves that Adolf Hitler was a great leader, but he wasn't a good one. He failed to use his influence well. His skill and charisma were huge. His character was horribly flawed. He sabotaged himself—but not until he had slaughtered more than six million innocent people along the way. While leadership skills are good to have, it does no good to develop your skills at the expense of your character and integrity. For instance, it would be easy to think that the mortgage banking industry is merely about finance, accounting, interest and negotiation. While those competencies are important, they are only the tip of the iceberg. The vast majority of that industry—and any industry for that matter—is about who we are below the surface. The lesson? Lead yourself well before you try leading others.

The bad news about icebergs is that it's what's below the surface that sinks a ship. When we have weak character it will eventually damage our ability to lead. The good news about icebergs is that it's what's below the surface that supports the tip of the iceberg. In the same way, strong character will hold you up long enough to use your skills.

REFLECT AND RESPOND It is easy for us to sprint right to a list of competencies when we define leadership development. As Americans, we tend to want to immediately work on competencies or techniques. But those are all externals. True leadership is built from the inside out. Whatever happens on the outside of our life stems from what's happening on the inside. When we see a house that has stood for decades, we know it has a strong foundation. The visible is only a reflection of the invisible. Incidentally, there are icebergs that have nothing below the surface of the water. They are like floating ice cubes. They are called "whistlers." They are easy to spot. Can you guess how? They drift. Why is focusing on the "inside" so difficult for us today?

Why do we put so much emphasis on the "outside" of our lives?

Leaders who last place "being" before "doing." They realize that leadership is about our person before it is about our practice. One psychologist, however, said we often become "human doings" before we are "human beings." What does this phrase mean to you?

SELF ASSESSMENT

Take a minute and think about your own character. Do you have strong character?

On a scale of one to ten (ten being the strongest), rate yourself in the following areas:

1. Self discipline (The ability to do what is right even if you don't feel like it.)

1 2 3 4 5 6 7 8 9 10

2. Core Values (The principles you live by that enable you to take a moral stand.)

1 2 3 4 5 6 7 8 9 10

3. Sense of Identity (A healthy, realistic self-image based on your gifts and personality.)

1 2 3 4 5 6 7 8 9 10

 Emotional Security (Your emotional health that enables you to be stable and consistent.)

1 2 3 4 5 6 7 8 9 10

Why did you give yourself the scores you did?

Exercise

Identify several things you really don't like doing. It may be a function around the house or in the business. It could be a chore like sweeping the garage or some small task you've procrastinated on in your office. It may be listening to or interacting with someone who is difficult to connect with. It might be physical exercise or the discipline of waiting. It could be as simple as staying on a diet.

Choose two of these "undesirables" and make them disciplines. Deliberately do what you don't like doing. Practice them daily for one week. Put them on the calendar and ask someone to hold you accountable to do them. (If you do them for two weeks, chances are they will become a habit!)

Afterwards, discuss the results. Did you feel a sense of accomplishment? Did you waver in your commitment? Discuss with someone how daily disciplines pave the way for conquering laziness and indifference. How have you gained personal victory by practicing these disciplines?

The following words were written on the tomb of an Anglican bishop (1100 A.D.) in the crypts of Westminister Abbey:

When I was young and free and my imagination had no limits, I dreamed of changing the world. As I grew older and wiser, I discovered the world would not change, so I shortened my sights and decided to change only my country.

But it, too, seemed immovable. As I grew into my twilight years, in one last desperate attempt, I settled for changing only my family, those closest to me, but alas, they would have none of it.

And now as I lie on my deathbed, I suddenly realize: If I had only changed my self first, then by example I would have changed my family. From their inspiration and encouragement, I would then have been able to better my country and, who knows, I may have even changed my world.

Sample Report Card

Inland Leaders Charter High School 9th Grade Report Card

Student:							
Teacher:							
Year:		Trin	nester		Т	rimeste	er
Math-		1	2 3		1	2	3
Instructor:				ATTENDANCE			
		•		Days enrolled			
				Absences			
				Tardies			
			\longrightarrow	Early releases			
				OTHER DATA			
				NWEA-Rdg			\Box
				NWEA-Math NWEA-Lang			
English Instructor:		1	2 3	Leadership Grade			
Science Instructor:		1	2 3				
History		1	2 3	Cap Stone ProjeSpecial Ed. (modSpecial Ed. (nonELLPersonal Leader	dified re -modifie	port card ed)	
Instructor:		П	$\neg \neg$				
				Grading Scale A+=98-100 % A= 93% A-=90% B+=88% B=83% B-=80			
Physical Education		1	2 3	C+=78%			
Instructor:			\perp	C=73%			
				C-=70% F= 0-69%			
				Teacher Signature_			
el atom		4	2 2	Date			
Electives		1	2 3				
Instructor:	Class:						
Instructor: Instructor:	Class:						
modeler.	Class:						

FEATURES

Asssessments

- District and Classroom Assessments
- Illuminate & Third Party Item Banks
- Includes Prebuilt Grade Level CCSS Assessments
- Item Creator & Editor for Advanced CCSS Item Types
- Direct Links to Curriculum Resources via Activate Instruction
- Online and Paper/Pencil Testing

Powerful Reporting

- Charting and Graphing Capabilities
- Customizable Dashboard
- Customizable Student Profiles
- Mass Email Notifications
- Sortable Prebuilt Reports
- Complete State Data and Reporting
- Drag and Drop Customizable Form Letters
- Custom Label Design and Generation

Report Cards

- Standards-based/Common Core

Parent & Student Portals

- Includes Parent and Student Messaging
- Includes Links to Curriculum Resources

And . . .

- Early Warning Identification System (On Track)
- Complete RTI Functionality and Reporting
- Daily Roster Updating
- Student Group Management & Reporting
- Gradebook

Assessment Overview



Response Frequency Report

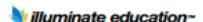


OnTrack Report



Online Testing





Grade 11 ELA Performance Task Teacher Booklet

Title:	Energy Sources
Grade:	11
Grade.	Claim 2:
	Students can produce effective and well-grounded writing for
	a range of purposes and audiences.
Claim(s):	Claim 4:
	Students can engage in research/inquiry to investigate
	topics, and to analyze, integrate, and present information.
	Claim 2:
	7. COMPOSE FULL TEXTS: Write full arguments about
	topics or sources, attending to purpose and audience:
	establish and support a claim, organize and cite supporting
	(sources) evidence from credible sources, provide
	appropriate transitional strategies for coherence, and
	develop a conclusion (e.g., articulating implications or
	stating significance of the problem) appropriate to purpose
	and audience.
	8. LANGUAGE & VOCABULARY USE: Strategically use
Assessment Target(s):	precise language and vocabulary (including academic and
	domain-specific vocabulary and figurative language) and
	style appropriate to the purpose and audience when revising
	or composing texts.
	Claim 4:
	2. ANALYZE/INTEGRATE INFORMATION: Gather,
	analyze, and integrate multiple sources of
	information/evidence to support a presentation on a topic.
	4. USE EVIDENCE: Generate a claim or a main idea and
	cite evidence to support arguments or conjectures.
	RI-1, W-1a W-1b, W-1c, W-1d, W-1e, W-4, W-7, W-8, W-9b,
Standard(s):	L-1a, L-2a, L-2b, L-3a, L-6
Blooms Taxonomy Level:	Creating - 6
DOK Level:	Extended Thinking - 4
Score Points:	18 points possible
Difficulty:	Medium
	http://www.conserve-energy-future.com/
Resources:	http://www.renewableenergyworld.com/rea/tech/home
Notes:	N/A
	Part 1: (35 minutes) Students will examine and take notes
	on the texts provided to them. Students answer the
	constructed response questions which ask students to
	evaluate the texts provided to them.
Task Overview:	Part 2: (85 minutes) Students refer to their answers from
	the constructed response questions in part one. Students will
	compose a full-length argumentative essay on energy
	sources. Students are allowed to access the texts that they
	read and their answers to the research questions within part
	one, but cannot modify their responses.
Teacher	
Preparation/Resource	The teacher should assure that sufficient blank paper and
Requirements:	writing utensils are available for student note-taking.
	I .



<u>APPENDIX F - INSTRUCTIONAL MINUTES</u>

Instructional Minutes for ILCH indicating an extra **1,620 minutes** of instruction a year beyond traditional state requirements.

Grade 9-12

Instructional Minutes					
Total Number of Days	180				
Start Time	8:00 AM				
End Time	2:39 PM				
Lunch Duration	30 minutes				
Actual Daily Instructional Minutes	369				
Actual Number of Minutes per year	66,800				

APPENDIX G - CURRICULUM/ INSTRUCTION

2014 CA Mathematics Adoption to be considered for ILCH adoption

Algebra 1 Programs

Publisher	Program Title	Grade Level (s)
Agile Mind	Common Core Algebra 1 Mathematics	Algebra 1
Aleks Corporation	CA Algebra 1	Algebra 1
Big Ideas Learning	Big Ideas Algebra 1	Algebra 1
CPM Educational Programs	Core Connections Algebra 1	Algebra 1
Houghton Mifflin Harcourt	Algebra 1: Analyze, Connect, Explore California	Algebra 1
JRL Enterprises	I CAN Learn Algebra 1	Algebra 1
McGraw-Hill	Glencoe Algebra 1	Algebra 1
Pearson	CA Common Core Algebra 1	Algebra 1
Perfection Learning	Kinetic Algebra 1	Algebra 1
The College Board	SpringBoard Mathematics Algebra 1	Algebra 1

Mathematics 1 Programs

Publisher	Program Title	Grade Level (s)
Pearson	Common Core Integrated Math 1	Math 1

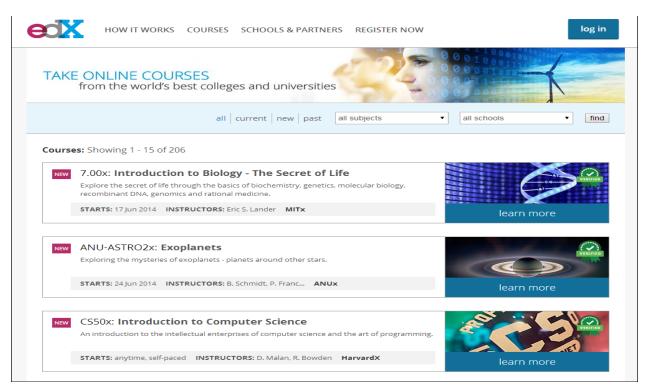
APPENDIX H – ON-LINE TECHNOLOGY CURRICULUM AT ILCH

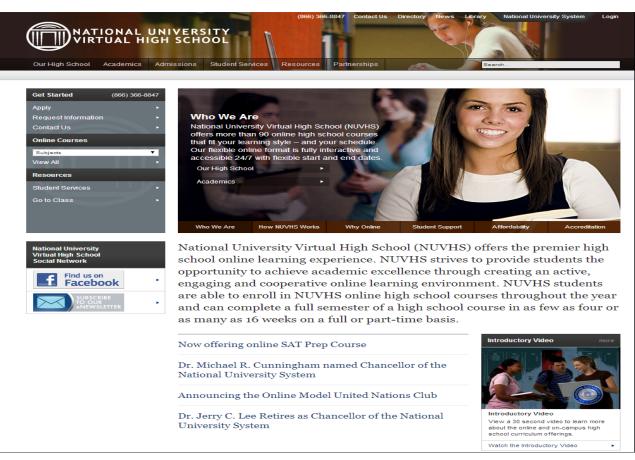


OdysseyWare provides a meaningful, on-line learning experience for school-age students across the United States. In fact, 95% of our participating schools return every year because our curriculum is easy to use, comprehensive, and engaging.

More than 50 grade-level courses are available in core curriculum areas and electives. In addition, we provide an on-line translator so students can easily learn in their native language. Complete translations are available in the following languages: Spanish, French, German, Russian, and more!







High School Students

Special Part-Time 9th thru 12th Grade Students Admission and Registration Procedure

High school students may be eligible for Coastline Community College's Special Part-Time Program. The Special Part-Time Program is designed for 9th thru 12th grade high school students seeking advanced scholastic or vocational coursework not available at the high school. The school and the college will determine who may enroll based on their judgment of the applicant's ability to profit from instruction. The college has the right and responsibility to restrict enrollment for reasons of health and safety, appropriateness of the course, preparedness of the student, college policy, state law and space availability.

Note: In accordance with SB338, enrollment in physical education courses have been restricted or excluded.

Please Note



Not all courses offered at Coastline Community College are available for Special Part-Time enrollment. All assessments, pre-requisites and necessary qualifications must be met in order to be considered for enrollment as a Special Part-Time student. Consult the current class schedule or College Catalog for course pre-requisites and other requirements.

Family Educational Rights and Privacy Act (FERPA)

Under this Act, students attending an institution of higher learning become an adult when it comes to their educational records at that institution. It is the policy of the Coast Community College District, in accordance with FERPA, to not release/discuss a student's records without the signed release from the student authorizing the release of that information to anyone except the student.

Academic Requirements for Special Part-Time Program Students

Eligible students have the opportunity to enroll in a maximum of six units each semester (3 units max for summer) and earn college credit while still attending high school. Students are expected to meet the same requirements as regular college students and coursework taken appears on the student's college transcript.

thland_ead	ers	Inland Leaders	Cl	arter Hi	oh Sc	hool				
(Gray area for school				ION FORM		11001				
School entry date	School Site	Independent S	itudy	or Site-Based Grade entering			ng Status <u>ver</u> Idency verifie			
FILL OUT FORM	FILL OUT FORM COMPLETELY Please print legibly									
		<u> </u>	'IN	FORMATION	V					
(Legal Name)	Last	First		[Middle		Т	Incoming gra	ide	Gender
Resident Address	Street	· · · · · ·	ity		Zip Cod	le H	lome Pho	ine	Cell Pi	none
Mailing Address (If Diff	ferent)	'		City			Zip			
Date Of Birth	Place of Birth (Country/City	y/State) Soc. So	ec. N	o. (Student-last 4	digits)	US Citize Yes	nship? No	Citizenship	Country	other than US
		ETHN	ICI	DENTITY						
✓ Cheek the one gro ☐ White 700 (not o ☐ American Indian ☐ Hispanic or Lati ☐ African America ☐ Eilipino 400	Has Your Child Ever Been in Any Special Programs? (circle all that apply). Yes No Received Services in The Following Programs: SST IEP Resource Special Day Class Adaptive PE 504 Plan Speech ELL/ESL Gate Reading Assistance Title1 School Last Atlanded Date Left Has your child ever been retained? Yes No If yes, please indicate what grade your child was retained.									
		HOME LA	NGU	AGE SURVE	Y					
for schools to provid Your cooperation in 1. Which 2. What I 3. What I 4. Name	The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order, for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested. Please answer the following questions. Thank you for your help. 1. Which language did your son or daughter learn when he or she first began to talk? 2. What language does your son or daughter most frequently use at home? 3. What language do you most frequently use to speak to your son or daughter? 4. Name the language most often spoken by the adults at home? 5. Date son or daughter first entered school in the United States:// What Grade? In what grade did your pupil enroll at this school?In what grade did your student enroll in the Yucaipa-Calimesa District?									
		DADENT/CILAT	TAT A	NINTODA	TTON					
Student Resides With Both Parents Relative	Father Only		ın'Step	mathar	Joint Cu	stody (Please P Sease Specify _	rovide Info			
Father/Guardian (Full Nam	no)	Relationship (Other Than Parent)		Mother/Guardian)		Relations	hip (Other	Than Parent)
Employen' <u>Rysiness Name</u>		Wark Phone ()		Employen/Busine	ss Namo		Wark (Phone)		
Cell Phone Number ()				Cell Phone Numb	oar					
E-Mail Address				E-Mail Address						
Please Indicate Highest Level Of Schooling Of <u>Resents - Curets One):</u> 1 = College Graduates <u>Resents - Curets One):</u> 2 = Some College includes AA 3 = High School Graduate 4 = Not High School Graduate 5 = Post Graduate/Grad School 6 = Declined to state 4 = Not High School Graduate 5 = Post Graduate/Grad School 6 = Declined to state										
Is a parent of the student on active duty in the military or national guard? (circle one). Yes No By residence, which public school would your student have to attend?										
Health issues the school should be aware of										
1	en living at home with their d be true and accurate. Pare							Date		
. Verily an ine above to	or the and accurate. Pare	in arginesiare.								

INLAND LEADERS CHARTER HIGH SCHOOL INDEPENDENT STUDY AGREEMENT (This agreement must be renewed every trimester for long term independent students)

STUDENT NAME:		GRADE:	
AGE: SEX:	HOME PHONE: ADDRESS	š:	
CITY:	ZIP:		
STUDY CATEGORY		TYPE OF AGREE	MENT
Regular Class/Independent Str Off-Campus Independent Study		Long-Term Short-Term Educational T	ravel
The school must provide the nece needed for completion: materials (State adopted textbooks and supp materials and media)	and personnel	No independent s	tudy agreement shall be valid ager than one trimester.
LEARNING GOALS/OBJECT	IVES		_
		Days of Clas Per Agree	s Work Days of Class
		Date Started:	
		Date Completed:	
		The required log of daily	urned in when the student returns. y instruction must be <u>completed_as</u> well to certify the work was attempted each lent study.
SCHEDULED STUDENT / TEACH Student/ Teacher /Parent Agre According to the Following Sc Bi-weekly	e to Meet in Class	EVALUE OF THE PERSON OF THE PE	ATION GRADE: (NLS.O) Assignment complete Demonstration of Skills Written Test
TIME:	DAY:		Oral/Written Presentation Journal/Log/Diary Written Report Other: (scrapbook/photographs/samples.etc).
AGREEMENT: WE HAVE RE	AD THE TERMS OF THIS AGREEMEN	NT AND AGREE TO ALL OF T	THE CONDITIONS.
Signatures			
Student/date	Parent/Guardi:	an/date	Teacher/date
Director/date	-		
CERTIFICATION: CREDIT:	Days of Class Work Completed	Date Recorded	_
	Director's Initials	Teacher's Initials	
DISTRIBUTION: one each to st	udent's Independent Study File Folder, st	ident's teacher and the student/pa	arent/guardian.
All educational programs	S AN OPTIONAL EDUCATIONAL ALTERN s and activities are conducted without re- ion or handicapping condition.		

Revised:06/18

INLAND LEADERS CHARTER SCHOOL Section 6: Curriculum/ Instruction

POLICY REGARDING INDEPENDENT STUDY (Short Term/Long Term)

Inland Leaders Charter School offers a long term and short term independent study option which supports families in their search for viable options to benefit their student's education. The ILCS board of education will continue to seek for ways to support families in this community who desire high quality alternatives to traditional site-based programs. The ILCS long term independent study program will follow the elements of the education code and remain in compliance with its regulations. Students who enroll in the long term program will be offered the opportunity to be involved in after-school electives, field trips and extra-curricular activities. Parents and students will be assigned to a teacher to guide and facilitate the curriculum on a weekly basis. Parents, students and teachers are required to conference a minimum of every 15 school days. At these meetings teachers will provide materials, lessons, assessments, and guidance for the student and parent. ILCS long term independent study students are required to engage in the same core curriculum as offered to the site-based students who attend the school each day. Site based students opting for long term independent study will be placed at the top of the wait list for the following school year if they choose to return to the site based program. In addition, the regular enrollment process is available for all students as defined by the ILCS admissions policy.

Short Term Independent Study is an option for any student who will be absent for a minimum of two to a maximum of fifteen consecutive school days. Independent Study requires approval from the Director in writing. In an extenuating circumstance (ie. serious illness or injury) the Director may approve additional Independent Study days following a conference with the parents and teacher. Independent Study is conducted solely for the educational benefit of the students attending Inland Leaders Charter School as a means to encourage daily engagement in school work even during times of extended absence. No student is required to request or participate in an Independent Study program during an extended absence. Parents are to give at least two school days notice of a request for Independent Study. In an extenuating circumstance (serious illness, injury or family emergency), with Director approval, the teacher will work with the parent to implement an extended short term independent study program in an expedited manner with less than two school days notice.

Inland Leaders Board Policy: Section 6.1

Adopted: 1-28-2008

Amended: 6-29-09; 4-26-10; 1-11-16; 9-24-18

INLAND LEADERS CHARTER SCHOOL Section 6: Curriculum/ Instruction

The Board has adopted the following statements in accordance with Education Code Section 51747:

(a) The Independent Study program shall allow a maximum of fifteen (15) school days for all grades from the time an assignment is made until the assignment must be completed and returned to the teacher through a face to face meeting, facsimile, mail, or other credible method of meeting and review.

(b) An evaluation will be made by a committee made up of the student's teacher and the Director as to whether it is in the student's best interest to participate in the Independent Study program at ILCS during an extended absence whenever the student is missing three (3) or more Independent Study assignments. A written record of the findings of this evaluation shall be placed in the student's permanent record and shall be maintained for a period of three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(c) A written Independent Study master agreement for each student shall be maintained on file. Each agreement shall be signed and dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The agreement shall contain all the items required by Section 51747 of the Education Code, as listed below, and shall be renewed each semester:

- The manner, time, frequency and place for submitting a student's assignments and for reporting his or her progress.
- The objectives and methods of study for the student's work, and the methods utilized to evaluate that work
- The specific resources, including materials that will be made available to the student.
- A statement of the policies adopted herein regarding the maximum length of time allotted between the
 assignment and the completion of a student's assigned work, and the number of missed assignments
 prior to an evaluation of whether or not the student should be allowed to continue in Independent
 Study.
- The duration of the Independent Study agreement, including the beginning and ending dates for the student's participation in Independent Study under the agreement. No Independent Study agreement shall be valid for any period longer than a semester.
- A statement on the number of course credits to be earned by the student upon completion.
- The inclusion of a statement that Independent Study is an optional educational alternative in which no

Inland Leaders Board Policy: Section 6.1

Adopted: 1-28-2008

Amended: 6-29-09; 4-26-10; 1-11-16; 9-24-18

INLAND LEADERS CHARTER SCHOOL Section 6: Curriculum/ Instruction

student may be required to participate.

Each written agreement shall be signed and dated prior to the commencement of Independent Study.

by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of

age, the certificated employee who has been designated as having responsibility for the general

supervision of Independent Study, and all other persons who have direct responsibility for providing

instructional assistance to the student.

(d) Attendance Accounting:

ILCS recognizes that families may not evenly distribute student's work assignments over weekdays.

However, due to strict State law requirements for charter school attendance, the Charter School

expects each student to be engaged in an educational activity required of them in the assignment on

each weekday that ILCS is in session, and asks that this "daily engagement" be documented on a

daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork

on weekends and should not be read to dictate the manner in which a family distributes the

assignments over the Independent Study period. ILCS asks that a parent/guardian refrain from

documenting any "daily engagement" on a day where a student did not engage in any educational

activity required of them by the assignment. Work done on weekends or other days when school is

not in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

Senate Bill 277 Policy regarding students without immunizations

In addition, the ILCS Board of Directors will adhere to Senate Bill 277 which requires students to be

immunized for any classroom based instruction. Students in the independent study program who are

not immunized or exempt per the state law will not be allowed to attend any classroom based activities

that involves groups of students including field trips, electives, sports, and classroom time; except in

the event of required state or local assessments or designation by the administration for necessary

purposes.

Student access to site based program

Under the discretion of the administration, students may be provided access to the site based

instructional programs. Administration will retain the ability to provide access to student enrolled in

Inland Leaders Board Policy: Section 6.1

Adopted: 1-28-2008

Amended: 6-29-09; 4-26-10; 1-11-16; 9-24-18

31

INLAND LEADERS CHARTER SCHOOL Section 6: Curriculum/ Instruction

the independent study program for up to five hours a week to include any activity on campus such as recess, lunch hours, and instructional periods. Electives will not be counted as part of the five hour maximum time on campus. 2nd session classes will not be provided to independent study students. Administration may restrict access to the site programs for any student that creates a disruption or distraction to the learning of other students or exhibits negative behavior patterns resulting in disciplinary action. Access to site based programs is considered a privilege and not a right for independent study students.

Inland Leaders Board Policy: Section 6.1

Adopted: 1-28-2008

Amended: 6-29-09; 4-26-10; 1-11-16; 9-24-18

APPENDIX K - SPECIAL EDUCATION DOCUMENTS

MOU with Eldorado SELPA(first and last pages only) full document is available by request Distribution: Agreement Number: 3190 Business Agreement File (Original) Contractor Fiscal Year: 2012-2013 Ongoing Program [Accountant [A/Payable - A/R STANDARD AGREEMENT OR MEMORANDUM OF UNDERSTANDING Contact Name: Mike Gordon, Executive Director SECTION I Agreement initiated by: EDCOE Charter SELPA Firm Name: Inland Leaders Charter School 9094461100 Phone #: Address: 12375 California St. Email: mikegordonvp@yahoo.com Yucaipa, CA 92399 L1 L2 Dollar Amount If expense agreement Charge to: If expense agreement Charge to: If expense agreement Charge to: If revenue agreement Non-Financial Income to: If revenue agreement Income to: Income Total Expense Total Please verify and check off that the following elements are incorporated in the agreement: Clear definition of services to be provided \boxtimes Α. Beginning and ending dates of service (not to exceed single fiscal year, if possible) B. Amount of charge for agreement: C. Total amount Terms of payment (single or multiple payment, submission of invoice(s)) and when payments are to be made -Secure Program Authorizations prior to each payment? D. Yes 🔲 No 🛄 If supplemental information from program will be submitted to Accounts Payable/Accounts Receivable prior to payment/billing, please note E. instructions: Legal Review Requested? Certificate of Insurance? County Board Action Requested? Yes:☐ No: 🖂 Yes: No: 🔯 Yes: No: ⊠ Unit Supervisor authorization to enter contract. Signature: Date __March 14, 2011 Please circle your designated Program Accountant. Tricia Kowalski - Kerre Smith - Jennifer Weston - Sue Thorne

xecuted on this day of	, 2012
HARTER SCHOOL APPROVAL	
ate: 6-4-2012	Mike Gordon, Executive Director
	, and delicated and the second
L DORADO COUNTY OFFICE OF EDU	JCATION APPROVAL
EL DORADO COUNTY OFFICE OF EDU	Vicki L. Barber, Ed.D., Superintendent
	Vicki L. Barber, Ed.D., Superintendent El Dorado County Office of Education Robbie Montalbano, Associate Superintendent
Pate:	Vicki L. Barber, Ed.D., SuperIntendent El Dorado County Office of Education

ILCH BOARD POLICY- 504 Plans

INLAND LEADERS CHARTER SCHOOL

BP #092809

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors of the Inland Leaders Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA"). The identification, evaluation and education of students eligible for services under the IDEA is addressed under the policies and procedures of the East Valley SELPA.

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If Inland Leaders Charter School does not assess a student after a parent has requested an assessment, Inland Leaders Charter School shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such

Inland Leaders Board Policy

Adopted: 9-28-09 Amended:

INLAND LEADERS CHARTER SCHOOL

services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Inland Leaders Charter School shall periodically review the student's progress and placement.

Inland Leaders Charter School will implement this policy through its corresponding Procedure.

Inland Leaders Board Policy

Adopted: 9-28-09 Amended:

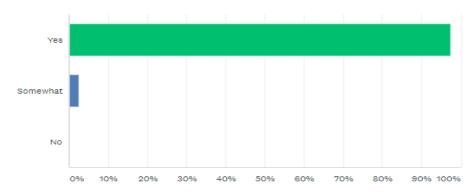
APPENDIX L - SCHOOL SURVEY DATA

Data results indicate a strong interest in the Inland Leaders Charter High School and alternatives to the current traditional high schools. Data also reflects the strong overall stakeholder satisfaction with ILCS.

Parent Survey: January 2018

I am happy that my student/s attend ILCS

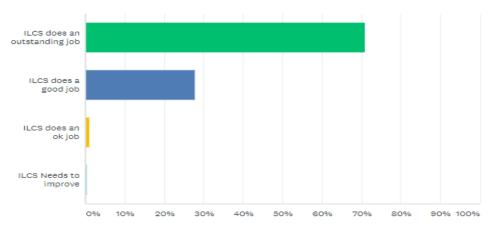




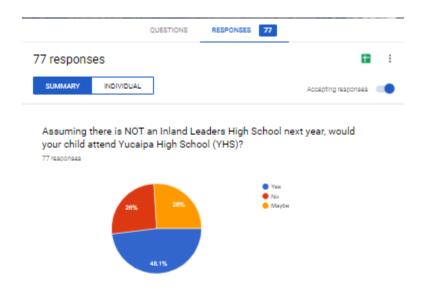
ANSWER CHOICES	▼ RESPONSES	•
▼ Yes	97.44%	304
▼ Somewhat	2.56%	8
▼ No	0.00%	0
TOTAL		312

Are your students academic and personal needs met?

Answered: 312 Skipped: 0



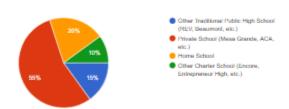
ANSWER CHOICES	-	RESPONSES	-
▼ ILCS does an outstanding job		70.83%	221
▼ ILCS does a good job		27.88%	87
▼ ILCS does an ok job		0.96%	3
▼ ILCS Needs to improve		0.32%	1
TOTAL			312



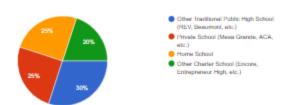
Untitled Section

Since your child would not attend Yucaipa High School, where will he/she attend high school?

20 responses



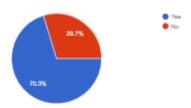
Where else would your child be attending high school if he/she wouldn't attend Yucaipa High School?



Untitled Section

If there is an Inland Leaders High School this coming (2019-2020) school year and considering the initial startup limitations of launching a new high school as stated above, would your child attend Inland Leaders High School?

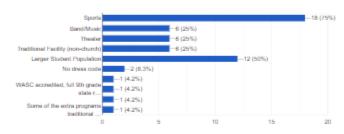
74 responses



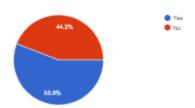
Untitled Section

What would Inland Leaders Charter School need to include in order for you to consider it a viable option for enrollment?

24 responses

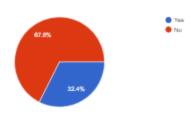


Are sports essential to your child's high school experience?



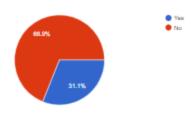
Is band/music essential to your child's high school experience?

74 responses



Is theater and acting essential to your child's high school experience?

74 responses

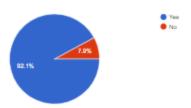


What kind of student population size would be ideal for your child's high school experience?

77 responses



Is leadership and character development essential to your child's high school experience?



Are college/career development and readiness essential to your child's high school experience?



APPEND	IX M _	RUSINESS	PARTNERS



Board of Directors Yucaipa-Calimesa Joint Unified School District 12797 Third St. Yucaipa, CA 92399-4544 December 10, 2018

Dear Board members,

As the Director of Education at Esri and resident of Yucaipa, I'm pleased to provide this letter of support for the proposed Inland Leaders Charter High School (ILCH).

Located in Redlands, California, Esri is world's leading provider of Geographic Information Systems (GIS) software. Through our products, services, and civic engagement we seek to inspire and empower people to positively impact the future through a deeper geographic understanding of the changing world around them.

We're excited about the proposed school's emphasis on leadership and college preparation. We're particularly interested in the possibility of adding ILCH to the growing list of over 10,000 K-12 schools around the world at which GIS and spatial thinking are used to enrich teaching and learning across a spectrum of subjects, including environmental studies, social studies, history, literature, and more.

In addition to Esri's ArcGIS technology, students and teachers will enjoy no-cost access to extensive collections of educational resources, including web courses at the Esri Academy and self-guided software demos at Learn ArcGIS.

Students who wish to include GIS mapping and analysis in their Senior Capstone projects will also benefit from our national network of <u>GeoMentors</u> – experienced GIS practitioners who are eager to share their knowledge and skills with schools.

I look forward to helping ILCH implement GIS as part of its innovative curriculum.

Sincerely yours,

Did DiBi

David DiBiase

Director of Education, Global Business Development

P. B. L. A. ENGINEERING, INC.

PLANNING • ENGINEERING • SURVEYING

December 11, 2018

Re: Inland Leaders Charter High School and PBLA Surveying, Inc. and PBLA Engineering, Inc. Drafting Internship Opportunity

Dear Future Engineers and Surveyors:

PBLA Surveying, Inc. & PBLA Engineering, Inc. is offering an internship/employment program that is designed to train & teach Engineering, Surveying and AutoCAD Drafting students. Our company gives students the opportunity to gain valuable hands on experience and knowledge in the fields of Engineering and Surveying. The PBLA Drafting team will teach interns how to prepare a visual depiction of a product through the use of our AutoCAD software. The handling of our companies' jobs & locations will aid in the better understanding of these areas of expertise and gain further knowledge of the Engineering, Surveying and AutoCAD Drafting fields of work.

The intern program includes:

- Developing objective goals that are structured and supervised by a professional with relevant background in Engineering, Surveying and AutoCAD.
- Promoting academic and career development.
- Balance of the intern's goals with the organization's needs.
- Typically lasts three months (equivalent to summer) part time or full time days.
- Involves Engineering, Surveying and AutoCAD skill development.

In the past few years PBLA Surveying, Inc. and PBLA Engineering, Inc. have had several interns from Yucaipa High School as well as Beaumont High School go on to have professional growth in this field as well as successful careers in Engineering, Surveying and AutoCAD Drafting.

For more information regarding this program we would like to invite you to attend a meeting at our office at 1481 Ford Street, Suite 201, Redlands, CA 92373.

To schedule a meeting or if you have any questions please contact Ryan Hoak at (888)714-9642 ext. 3003.

Thank you,

Steve Busby Principal



HOME

ENGINEERING

SURVEYING

PROJECTS

ABOUT US

MISSION STATEMENT

A dedicated team of professional land planners, civil engineers & land surveyors committed to providing innovative solutions to complex issues presented in today's sophisticated land development projects.



Steven Busby Principal



Steve Levisee Principal



Carlos Urena Principal

COMPANY SYNOPSIS

PBLA Engineering, Inc. is focused on providing the highest quality planning, construction drawings and design that are client centric and cost effective. The combined engineering, planning, surveying, and high tech experience of the principals ensure this capability.



Accrediting Commission for Schools Western Association of Schools and Colleges

COMMISSION MEMBERS STEPHEN CATHERS Chairperson East Asia Regional Council of Schools

GREGORY FRANKLIN
Vice Chatrpown
Association of California School
Administrators

THOMAS ADAMS
California Department of Education
MICHAEL ALVAREZ

SAMANTHA BENISH California Federation of Teachers

GRANT BENNETT
Association of California School
Administrators

Administrators

RON CARRUTH

Association of California School

NANCY COONIS
Western Catholic Educational Association

ERIKA CRUZ Pacific Islands MITCHELL D'OLIER Public Member, Haseati

ODIE DOUGLAS
Association of California School
Administrators

LEE DUNCAN
Association of Christian Schools
International

JUAN A. FLECHA Association of California School Administrators

ANDREA FUKUMOTO Hawaii State Department of Education

DAVID GAUDI Hawati Association of Independent Schools

MELISSA HANDY Hawati Association of Independent Schools

LAURA HERMAN Charter Schools

DEREK MINAKAMI Havasi Government Employees' Association

JOE MITCHNER
Public Member, California
SUZANNE MULCAHY

SUZANNE MULCAHY
Hawaii State Department of Education
BARBARA NUNES
California School Boards Association

California School Boards Association DOREEN OLESON California Association of Independent

MATTHEW RUSSO
Postsecondary Education
LAUREL SALERNO-WHITE
California Teachers Association

California Teachers Association MARSHA SERAFIN California Association of Private School

KIMBERLY SHIELDS
Western Catholic Educational Association

Western Catholic Educational Association SALLY TODD Western Catholic Educational Association

Western Catholic Educational Association BERIT VON POHLE Pacific Union Conference of Seventh-day

Adventists

JOEL WAHLERS

National Lutheran School Accreditatio

National Lutheran School Accreditat

DIANA WALSH-REUSS

Association of California School

Administrators

California Congress of Parents and Teachers, Inc. (PTA)

DAVID YOSHIHARA

Association of California School 533 Airport Boulevard, Suite 200 • Burlingame, California 94010 (650) 696-1060 • Fax (650) 696-1867 mail@acswasc.org • www.acswasc.org

BARRY R. GROVES, ED.D. President MARILYN S. GBORGE, ED.D.

June 28, 2018

Mr. Josh Osborn Principal Inland Leaders Charter School 12375 California St. Yucaipa, CA 92399

Dear Mr. Osborn:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Summer 2018 Commission Meeting. The ACS WASC Commissioners have determined Inland Leaders Charter School (TK - 8) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit.

It is the decision of the Commission to grant Six-Year Accreditation Status through June 30, 2024.

Inland Leaders Charter School is required to submit a Mid-cycle Progress Report at the end of the third year of the current six-year accreditation cycle. The progress report should demonstrate that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan;
- Made appropriate progress on the implementation of the schoolwide action plan; and
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Inland Leaders Charter School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

June 28, 2018

Inland Leaders Charter School

Page 2

The Commission looks forward to Inland Leaders Charter School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Stephen Cathers Commission Chairperson

Style Outh

cc: Visiting Committee Chairperson Superintendent

ORGANIZATIONAL CHART

Inland Leaders Charter Schools



ILCS Board of Directors

Bob Stranger, Bonnie Mitchell, David Massongill, Aron Wolfe



Mike Gordon Executive Director Business Services



Dr. Lisa Urrea Bryant Street Principal



Mr. Josh Osborn California Street Principal



New Employee High School Principal



Mr. Steve Perry Student Services

BYLAWS

OF

INLAND LEADERS CHARTER SCHOOLS

(A California Nonprofit Public Benefit Corporation)

ARTICLE I NAME

Section 1. NAME. The name of this Corporation is Inland Leaders Charter Schools.

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

- Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 13456 Bryant Street, Yucaipa, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.
- Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

- Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"), which may also be known as the Executive Council ("Council"), and shall have the same meaning as the term "Board of Directors" as defined in the California Nonprofit Public Benefit Corporation Law. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.
- Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:
 - a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the Corporation's annual meeting of the Board.

No director may serve more than five consecutive terms. After serving five consecutive terms, an individual must take one year off before running for election again.

- Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.
- Section 5. DIRECTORS' TERMS. Each director shall hold office for four (4) years and until a successor director has been designated and qualified.
- Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.
- Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be

expended to support a nominee without the Board's authorization.

- Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.
- Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.
- Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.
- Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.
- Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.
- Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.
- Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.
- Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of

Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business

notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

- Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.
- Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.
- Section 27. COMPLIANCE WITH GOVERNMENT CODE SECTION 1090 AND GOVERNMENT CODE SECTION 87100. The Corporation, the Board of Directors, and committees of the Board shall comly with California Government Code Section 1090 et seq. ("Government Code Section 1090"), and the Political Reform Act of 1974, Government Code Section 87100 et seq., as said chapter may be modified by subsequent legislation. All actions of the Board must also be in compliance with the Corporation's Conflict of Interest Code.

ARTICLE VIII OFFICERS OF THE CORPORATION

- Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chairman, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).
- Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.
- Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.
- Section 4. APPOINTMENT OF OTHER OFFICERS. The Board may appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.
- Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.
- Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any

rights of the Corporation under any contract to which the officer is a party.

- Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.
- Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.
- Section 9. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.
- Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such others powers and perform such others duties as the Board of Directors or the bylaws may require.
- Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer, also known as the Treasurer, shall keep and maintain, or cause to be kept and maintained, adequate and correct

books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

- Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.
- Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

- Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:
 - a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
 - b. The principal changes in assets and liabilities, including trust funds;
 - c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
 - d. The Corporation's expenses or disbursement for both general and restricted purposes;
 - e. Any information required under these bylaws; and
 - f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.
- Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:
 - (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than

\$50,000. For this purpose, an "interested person" is either:

- (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
- (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter(s) that created the charter school(s) operated by the Corporation or make any provisions of these Bylaws inconsistent with those charters, the Corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Charter School, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on 6-23, 2014; and that these bylaws have not been amended or modified since that date.

Executed on www 23, 2014 at Julai , California.

DAVID F. MASSONGLU, Secretary

State of California Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of _____ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

DEC 0 6 2006

BRUCE McPHERSON Secretary of State

Sec/State Form CE-107 (REV 03/31/05)

OSP 05 94200

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in the office of the Secretary of State of the State of California

OCT 2 5 2006

ARTICLES OF INCORPORATION OF

Inland Leaders Charter School (ILCS) A CALIFORNIA PUBLIC BENEFIT CORPORATION

L

The name of the Corporation is Inland Leaders Charter School.

II

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this corporation is organized are to manage, operate, guide, direct and promote <u>Inland Leaders Charter School</u>.

- (a) This corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code.
- (b) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.
- (c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

86.

The name and address in the State of California of this corporation's initial agent for service of process is:

Michael D. Gordon 11026 Estacia Ln. Yucaipa, CA 92399

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition

to any candidate for public office.

Subject to the provisions of the nonprofit benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles of bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting, and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 10 - 20- Ale

Incorporator

Certificate of Amendment of Articles of Incorporation

The undersigned certify that:

- They are the president and secretary, respectively, of Inland Leaders Charter School, a California nonprofit public benefit corporation.
- Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of the Corporation is Inland Leaders Charter Schools.

Article II of the Articles of Incorporation of this corporation is amended to read as follows:

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

- 4. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
- The corporation has no members.

We further declare under penalty of perjury under the law matters set forth in this certificate are true and correct of	vs of the State of California that the our own knowledge.
Date: 6/5/14	mil L
	Mike Gordon, President Tank & Massaul
	David Massongill, Secretary

INTERNAL REVENUE SERVICE P. O. BOX 2508 CINCINNATI, OH 45201

Date: NOV 2 5 2008

INLAND LEADERS CHARTER SCHOOL 13456 BRYANT ST YUCAIPA, CA 92399

Employer Identification Number: 20-8343378 DLN: 608233024 Contact Person: JOYCE DARBY ID# 95011 Contact Telephone Number: (877) 829-5500 Accounting Period Ending: June 30 Public Charity Status: 170(b)(1)(A)(ii) Form 990 Required: Yes

Effective Date of Exemption: October 2, 2006 Contribution Deductibility: Yes Addendum Applies:

Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

INLAND LEADERS CHARTER SCHOOL

Sincerely,

Robert Choi

Director, Exempt Organizations Rulings and Agreements

Enclosures: Publication 4221-PC



In reply refer to 755:AFF:ARJ

January 27, 2009

INLAND LEADERS CHARTER SCHOOL M GORDON 13456 BRYANT ST YUCAIPA CA 92399-5441

Purpose : SCHOOL Code Section : 23701d

Form of Organization : Corporation Accounting Period Ending: December 31 Organization Number : 2936341

EXEMPT ACKNOWLEDGEMENT LETTER

This letter acknowledges that the Franchise Tax Board (FTB) has received your federal determination letter that shows exemption under Internal Revenue Code (IRC) Section 501(c)(3). Under California law, Revenue and Taxation Code (R&TC) Section 23701d(c)(1) provides that an organization is exempt from taxes imposed under Part 11 upon submission of the federal determination letter approving the organization's tax-exempt status pursuant to Section 501(c)(3) of the IRC.

The effective date of your organization's California tax-exempt status is 10/02/2006.

R&TC Section 23701d(c)(1) further provides that the effective date of an organization's California tax-exempt status is the same date as the federal tax-exempt status under IRC Section 501(c)(3).

Under R&TC Section 23701d(c), any change to your organization's operation, character, or purpose that has occurred since the federal exemption was originally granted must be reported immediately to this office. Additionally, organizations are required to be organized and operating for

January 27, 2009 INLAND LEADERS CHARTER SCHOOL ENTITY ID : 2936341 Page 2

nonprofit purposes to retain California tax-exempt status.

For filing requirements, see FTB Pub. 1068, Exempt Organizations - Requirements for Filing Returns and Paying Filing Fees. Go to our website at ftb.ca.gov and search for 1068.

Note: This exemption is for state franchise or income tax purposes only. For information regarding sales tax exemption, contact the State Board of Equalization at 800.400.7115, or go to their website at boe.ca.gov.

A JENKINS
EXEMPT ORGANIZATIONS
BUSINESS ENTITIES SECTION
TELEPHONE (916) 845-4171
FAX NUMBER (916) 845-9029

RTF:

NOTICE OF INTENTION TO ADOPT THE CONFLICT OF INTEREST CODE OF INLAND LEADERS CHARTER SCHOOL

NOTICE IS HEREBY GIVEN that Inland Leaders Charter School, pursuant to the authority vested in it by section 87306 of the Government Code proposes to adopt a conflict of interest code. A comment period has been established commencing on October 1, 2018 and closing on November 15, 2018. All inquiries should be directed to the contact listed below.

ILCS Charter Public School's proposed conflict of interest code includes employee positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, as set forth in subdivision (a) of section 87302 of the Government Code. The code adoption carries out the purposes of the law and no other alternative would do so and be less burdensome to affected persons.

Information on the code adoption is included in this notice.

Any interested person may submit written comments relating to the proposed code by submitting them no later than November 15, 2018, or at the conclusion of the public hearing, if requested, whichever comes later. At this time, no public hearing is scheduled. A person may request a hearing no later than October 22, 2018.

Inland Leaders Charter School has determined that the proposed code adoption:

- Imposes no mandate on local agencies or school districts.
- Imposes no costs or savings on any state agency.
- Imposes no costs on any local agency or school district that are required to be reimbursed under Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.
- Will not result in any nondiscretionary costs or savings to local agencies.
- Will not result in any costs or savings in federal funding to the state.
- Will not have any potential cost impact on private persons, businesses or small businesses.

All inquiries concerning this proposed code adoption and any communication required by this notice should be directed to: Mike Gordon: Executive Director, 12375 California Street, Yucaipa, CA 92399. Phone: 909-446-1100.

INLAND LEADERS CHARTER SCHOOL CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and

local government agencies to adopt and promulgate conflict of interest codes. The Fair Political

Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that

contains the terms of a standard conflict of interest code, which can be incorporated by reference

in an agency's code. After public notice and hearing, the standard code may be amended by the

Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it

duly adopted by the Fair Political Practices Commission are hereby incorporated by reference.

This regulation and the attached Appendices, designating positions and establishing disclosure

categories, shall constitute the conflict of interest code for the Inland Leaders Charter School

("ILCS").

Individuals holding designated positions shall file statements of economic interests with

ILCS, which will make the statements available for public inspection and reproduction

(Government Code § 81008). All statements will be retained by ILCS.

INLAND LEADERS CHARTER SCHOOL

CONFLICT OF INTEREST CODE

PAGE 1 OF 2

69

APPENDIX A DESIGNATED POSITIONS

Designated Positions	Disclosure Category	
Members of the Governing Board & Alternates	1, 2	
Candidates for Members of the Governing Board	1, 2	
Executive Director	1, 2	
Legal Counsel	1, 2	
Corporate Officers (e.g., CEO/President, CFO/Treasurer,	1,2	
Secretary)		
Purchasing Manager	2	
Consultants	1, 2	
Assistant Business Officer	2	
Information Systems Technician	3	
Contractor	3	

Note: The position of Legal Counsel is filled by outside consultants but acts in staff capacity.

The Executive Director or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Sample Board Policies

Board Policy #08-02

CORPORAL PUNISHMENT

It is the intent of Inland Leaders Charter School to abide by the laws of California which ban the use of corporal punishment in schools. Please read the Education Codes below to be familiar with the law. Any staff member found in violation of the policy will be disciplined up to release from their position at ILCH.

CALIFORNIA CODES

EDUCATION CODE

SECTION 49000-49001

49000. The Legislature finds and declares that the protection against **corporal punishment**, which extends to other citizens in other walks of life, should include children while they are under the control of the public schools. Children of school age are at the

^{*}Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

most vulnerable and impressionable period of their lives and it is wholly reasonable that the safeguards to the integrity and sanctity of their bodies should be, at this tender age, at least equal to that afforded to other citizens.

49001. (a) For the purposes of this section "corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section.

(b) No person employed by or engaged in a public school shall inflict, or cause to be inflicted **corporal punishment** upon a pupil. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing the infliction of **corporal punishment** upon a pupil attending a public school is void and unenforceable.

INLAND LEADERSHIP CHARTER SCHOOL POLICY ON SEXUAL HARASSMENT

Statement against Sexual Harassment

- No toleration policy Sexual harassment of or by any faculty, staff, or student is illegal and will not be tolerated. The Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth, or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation.
- **To whom the policy applies -** This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, and students.
- **Discipline** The Governing Board considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion, or other appropriate sanction.
- **Prompt and Thorough Investigation -** All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.
- **Confidentiality** Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment.

• **No Retaliation** - Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has a purpose or effect of unreasonably interfering an individual's work or educational performance, or creating an intimidating, hostile, or offensive working or educational environment.
- Sexual harassment in California also includes:
 - Verbal harassment, such as epithets, derogatory comments, or slurs;
 - Physical harassment such as assault or physical interference with movement or work; and
 - Visual harassment, such as derogatory cartoons, drawings, or posters.
 - Unwelcome sexual advances of an employer toward an employee or student of the same sex and harassment on the basis of pregnancy disability are unlawful sexual harassment. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as "heterosexuality, homosexuality, and bisexuality."
- Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:
 - Vulgar remarks;
 - Sexually derogatory comments regarding a person's appearance;
 - Physical touching, pinching, patting, or blocking free movement;
 - Sexual propositions or advances (with or without threats to a person's job or promotion if that person does not submit);
 - Sexually suggestive or degrading posters, cartoons, pictures or drawings;
 - Offensive sexual jokes, slurs, insults, innuendos, or comments; or
 - Physical assault.

Notification

- A copy of the Policy Information Sheet shall be provided to all School students and employees at the beginning of the first semester of each school year with the disbursement of the first paycheck, noting whether any amendments have been made.
- A copy of the Policy Information Sheet and Board Sexual Harassment Policy number will be provided as part of new student orientation and at the beginning of each new school term.
- New employees to the School will receive a copy of the Information Sheet and Board Sexual Harassment Policy number upon acceptance of employment.
- The Board Sexual Harassment Policy will be displayed in a prominent location at the School.
- A copy of the Board Sexual Harassment Policy number shall appear in any publication of the School that sets forth the comprehensive rules, regulations, procedures and standards of conduct from the School.

Employees or students who have questions concerning this Board Policy number are encouraged to contact the Director.

Complaint Procedure

Complaint Filing Procedure

- Informal Resolution The Board encourages communication among its employees and students. If you feel that you are being harassed by another student, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, follow the complaint filing procedure.
- Written Complaint Complaints should be submitted within one (1) year of the alleged incident to ensure a prompt, thorough investigation.
- Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer, or agent of the School should promptly report in writing, using the attached form, incident(s) to the his or her supervisor and / or the Director.
- A complaint form is attached to this Policy. It is important to fill in as much information as accurately as possible. A copy of this form can be obtained from the Director.
- The Director, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Director, or designee, is the subject of the investigation, in which case the Governing Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the "Investigator." If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation.

Investigation

Investigation Policies

- Complaints will be treated seriously and investigated immediately.
- Complaints will be handled confidentially.
- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy.
- All interviews of the accused, witnesses and the complainant shall be conducted in a private area.
- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.
- No complainant, witness, or party who assists in the investigation will be retaliated against.
- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

Investigation Procedure

The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The accused shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.
- The Investigator shall fully and effectively conduct an investigation that includes interviewing:
 - 1) The complainant;
 - 2) The accused;
 - 3) Any witnesses to the conduct; and
 - 4) Any other person who may be mentioned during the course of the investigation as possibly having relevant information.
- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board's policy and regulation and applicable law.

- The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.
- The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:
 - 1) a statement of the allegations and issues;
 - 2) the positions of the parties;
 - 3) a summary of the evidence received from the parties and the witnesses;
 - 4) any response the accused wishes to add to the report; and
 - 5) all findings of fact.
- The final determination report shall state a conclusion that the Investigation Team:
 - 1) Found reasonable cause that the accused violated the sexual harassment policy; or
 - 2) Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.
- The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.
- Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:
 - 1) individual remedies available to the complainant; and
 - 2) all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective
- Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating
 - 1) the results of any disciplinary actions and the initiation of any appeals; and
 - 2) all further individual remedies available to the complainant.
- If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy

shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause - There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/regulations applying to the disclosure of information from School records.

Written Appeal

A written appeal must be directed to the appropriate administrator, as designated by the Principal, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

<u>Basis for Appeal</u> - The appeal may be based only on one of the following grounds:

- 1) There is newly discovered important evidence not known at the time of the report;
- 2) Bias on the part of an Investigator member; or
- 3) The Investigator failed to follow appropriate procedures.

Decision

The Principal his or her designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Principal shall be consulted before a decision is made on requests for extensions involving faculty and staff.

Adopted: May 2007

APPENDIX P - STAFF DEVELOPMENT INFORMATION

Staff Development Plan

	Year 2019–2020	Year 2020–2021	Year 2021–2022
	(Start Up Summer)	NGSS (Science teachers)	Effective use of PD 360
	21st Century classrooms	C3 Soc. Studies framework	
Summer	Common Core framework		
	NWEA		
	ELL strategies (half day)	Writing across the curriculum	Intervention strategies in classrooms
Fall	Visible Learning (Fisher)	Currentum	Classi oonis
	Illuminate data systems		
	SPED training	Integrated Leadership	Rigor and relevance
	Visible Learning	Innovation-Know vs. Do	
Winter	On-line Learning solutions		
	Charter conference	Charter conference	Charter conference
Spring	Authentic Assessment		

APPENDIX O - HEALTH AND SAFETY POLICIES

Fingerprinting and Background Checks

It is the policy of The Inland Leaders to require fingerprinting and background checks for its employees as required by law prior to employment at the School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The School shall also fingerprint and background check each campus volunteer, prior to volunteering at the School. A campus volunteer is defined as an individual working under the direction of a paid School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer on campus.

Additionally, the School may on a case-by-case basis require an entity providing school site services other than those listed above to require the entity's employees to comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

Tuberculin Examinations

- 1. No person shall be employed by or volunteer at the School unless they have submitted proof of an examination within the last two (2) years that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
- 2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
- 3. All employees/volunteers shall be required to undergo this examination at least once every 2 years.
- 4. After such examination each employee shall file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.
- 5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
- 6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

Safe Facilities

The Inland Leaders will be housed in a facility that has received County/City Fire Marshall approval and has been evaluated by a qualified structural engineer, who has determined that the facilities present no substantial seismic hazard. The School will not take possession of any facility from any school district that does not have all appropriate inspections and a valid Certificate of Occupancy. The procedures will include provisions for periodic inspection and testing of the structure(s) and associated life safety systems.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Emergency Plans

Disaster Plan

Inland Leaders shall (1) develop and adopt a plan to ensure the School's preparation to meet disasters, a plan based on the Standardized Emergency Management System (SEMS) which conforms with the emergency and disaster plans of the local civil defense agency; and (2) provide for all members of the certificated and classified staff of the School and all pupils enrolled in the school the instruction they need to be fully informed regarding all phases of the plan and the responsibilities they are to assume should either a man-made or natural disaster occur in the School or in the area in which the School is located. SEMS (State Emergency Management System) is a system developed to help all state, government, hospitals, school districts, fire departments, police departments and businesses to organize their personnel is such a way that is common among all and to streamline the response system.

Immunizations/Physical Exams

Applicability

This policy applies to all applicants to the Inland Leaders and the administration of the School in charge of admissions.

Immunizations

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of 7 years.
- d) Pertussis (whooping cough), except for children who have reached the age of 7 years.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox) (persons already admitted into California public or private schools at the kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school

entry). School verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed. Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork

Communicable, Contagious, or Infectious Disease Prevention Policy

The School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids. The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Administration of Medications

The Inland Leaders staff is responsible for the administration of medication to students attending school during regular school hours.

It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

The School, upon request from the parent/guardian and verification from a physician, will endeavor to provide for the administration of prescribed medication to allow the student to attend school, if the student is unable to take the medication without assistance or supervision.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical profession. Only medications with a doctor's order will be administered to students.
- Medication shall be administered only during school hours if determined to be absolutely necessary on an ongoing basis.
- The parent/guardian shall sign a release/consent form, which is to be kept on file at the school.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the school nurse or by designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e., allergies, asthma, diabetes).

Drug-Free Workplace

ILCH is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, ILCH has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The School reserves the right to use appropriate means to provide a safe work environment for its employees.

These means may consist of but are not limited to:

Post-offer, pre-employment drug/alcohol testing;

Referral to local authorities;

Referral to employee assistance program;

Full investigation of accident causes, which includes drug and alcohol testing;

"For cause" drug testing (reasonable suspicion testing);

Search of School property;

Search of employee property, including employee handbags and vehicles, brought onto School property.

Refusal to submit to a "for cause" drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

ILCH is a smoke-free environment and will maintain this status at any location on the campus site.

First Aid, CPR, and Health Screening

The Inland Leaders recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff.

The Director, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing, and scoliosis as required by law for all public schools.

Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information. The Director, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students. Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamination by the designee provides clearance.

Exposure Control Plan for 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 Director, or designee, shall establish 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).

The Board shall determine which employees have occupational exposure to blood-borne pathogens and other potentially infectious materials. In accordance with the School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered

the Hepatitis B vaccination. The Director, or designee, may exempt designated first-aid providers from preexposure Hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the School's exposure determination may petition to be included in the School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Director, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Director, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Food Policy

It is a priority of ILCH to maintain a healthy and safe environment for students. Therefore, due to the growing number of food allergies, ILCH will maintain a policy which requires all food items to be eaten by students to be store-bought or district prepared items with the ingredients listed. School administration may approve home-cooked food items on a case by case basis and will require an ingredients list in order to inform parents and students of the contents prior to ingestion.

Accidents

Although the Charter School makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents.

Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. Charter School staff shall appropriately report and document student accidents.

Inland Leaders Charter Schools ILCH/ILCS Health/Safety Plans and Policies

EMERGENCY PREPAREDNESS & CRISIS RESPONSE PLAN

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Purpose of the Plan

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (see below). To comply with these requirements, Inland Leaders has adopted the Standardized Emergency Management System (SEMS) developed by the State of California as the template for responding to emergencies. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies. Its primary objectives are: to save lives and minimize injuries, to provide fast and effective responses to emergency situations, and to ensure the efficient and safe evacuation of the school building if necessary.

Regulatory Authority

The Katz Act [California Education Code, §35295-35297] requires that schools plan for earthquakes and other emergencies. It also requires that training in earthquake preparedness procedures should be for both certificated and classified staff.

The Petris Bill [California Government Code, §8607] requires that school districts utilize the SEMS when responding to emergencies. The principles of SEMS must be incorporated into safety plans, the Incident Command System must be used at school sites to respond to emergencies, all school personnel must be trained in how the system works, and schools must have drills and exercises in order to practice using the systems.

California Government Code, §3100 declares that all public employees are disaster workers subject to such response activities as may be assigned to them by their superiors. Due to these legal responsibilities, all school personnel may be called upon in the event of an emergency, even if the employee is at home or elsewhere. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency.

Plan Organization

This plan identifies the school's emergency response teams and defines the roles and responsibilities of team members. The plan also provides emergency response procedures for seventeen types of emergencies that may be encountered in a school setting. These are: aircraft crash, aircraft landing, animal disturbance, armed assault on campus, biological or chemical release, bomb threat/threat of violence, bus disaster, disorderly conduct, earthquake, explosion/risk of explosion, fire in surrounding area, fire on school grounds, flooding, loss or failure of utilities, motor vehicle crash, psychological trauma, suspected contamination of food or water, and unlawful demonstration/walkout.

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school director. The director is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students. The Operations Chief supervises five teams: Medical, Morgue, Security, Student Care, Student Release, and Search & Rescue.

Logistics

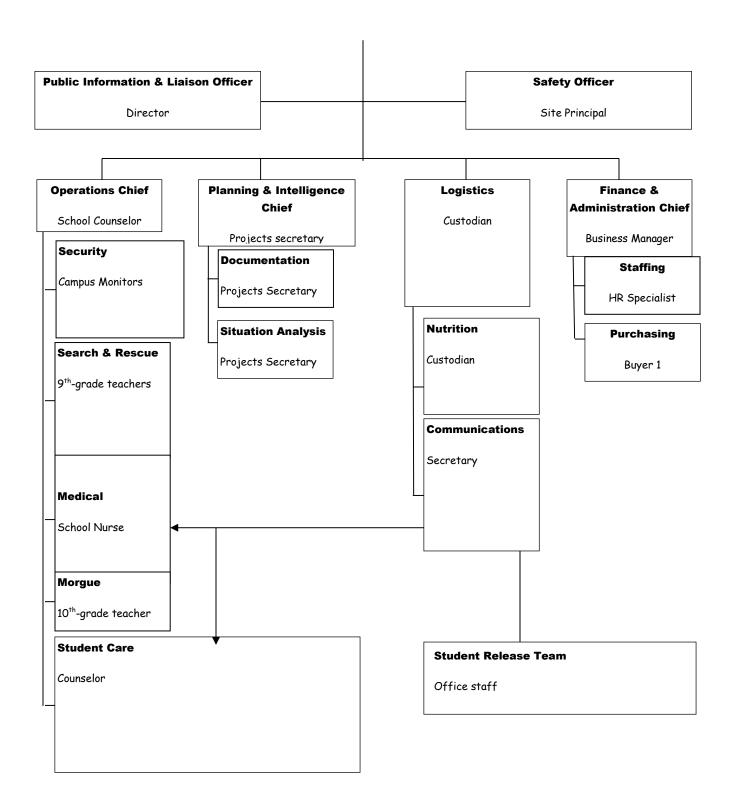
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders. These activities are performed by the Utilities & Supplies, Nutrition, and the Communications team, which all report directly to the Logistics Chief.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Incident Commander

Director



Evacuation and Crisis Set-Up Map

Incident Commander

INCIDENT COMMANDER: Director

BACK-UP: Lead Teacher

ASSEMBLY LOCATION: Command Post (between CE building & office)

START-UP ACTIONS

- 1. Determine if a crisis or emergency exists.
- 2. Identify the type of incident that is occurring.
- Determine whether an evacuation or lockdown procedure needs to be implemented.
- 4. If there is imminent danger, call 911.
- 5. Contact the Sheriff's Dept. to describe the situation. Establish contact with the district-level incident commander and determine if district "Crisis Response Team" is needed.
- 6. Set up the command post and obtain your supplies.
- 7. Implement emergency plan and activate functions.

ONGOING OPERATIONAL DUTIES

- 8. Continue to monitor and assess the total school situation.
- 9. Check with team chiefs for periodic updates, for search and rescue progress, and any damage assessment information.
- 10. Reassign personnel and modify actions as needed.
- 11. Authorize the release of students when and if appropriate.
- 12. Authorize the release of information via the public information officer.
- 13. Plan and take regular breaks for yourself, your staff, and any volunteers.
- 14. As needed, report to the district on the status of students, staff, and the campus.
- 15. Remain on duty until released by the superintendent.

CLOSING DOWN DUTIES

- 16. Authorize the deactivation of teams when they are no longer needed.
- 17. Ensure the return of all equipment and reusable supplies.
- 18. Ensure that any and all relevant documentation is complete.

- copy of emergency preparedness plan
- campus map
- master keys
- staff & student rosters
- handheld radio
- bullhorn
- battery-operated
 AM/FM portable radio
- clipboard, pens, paper
- position identifier

Public Information & Liaison Officer

PUBLIC INFORMATION & LIAISON OFFICER: Director

BACK-UP: Lead Teacher

ASSEMBLY LOCATION: Student Release Center

START-UP ACTIONS

- 1. Obtain your supplies and report to the student release center.
- 2. Advise parents, community members, and any media that the site is handling the emergency and that the incident commander will release information through you shortly.
- 3. Determine a possible "news center" site as a media reception area (located away from the command post and students) and approval from the incident commander.
- 4. Obtain a statement from the incident commander.
- 5. When authorized by the incident commander, release the statement. If there are questions, be complete and truthful. Always consider confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase, "no comment."

SUPPLIES

- position instructions
- · campus map
- bullhorn
- clipboard, pens, paper
- position identifier

ONGOING OPERATIONAL DUTIES

- 6. Continue to monitor and assess the total school situation by getting updates from the command post. The incident commander must approve any additional statements about emergency, but you may make calming, reassuring comments to the public.
- 7. Brief any public agency representatives on the current situation, the school's priorities, and its emergency action plan. Keep the incident commander informed of any actions public agencies may conduct. Provide periodic update briefings to agency representatives as necessary.
- 8. Remind staff and volunteers to refer all questions from the public to you.
- Keep a log of any media contacts you make and the information you shared.
- 10. Monitor new broadcasts about the crisis and correct any misinformation that you hear.
- 11. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

12. Return any relevant documentation, your equipment, and any reusable supplies.

Safety Officer

SAFETY OFFICER: Site Principal

BACK-UP: Lead Teacher

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- 1. Obtain your supplies and report to the command post.
- 2. Ensure that all emergency responders are issued the appropriate safety equipment.

ONGOING OPERATIONAL DUTIES

- 3. Monitor the safety situation during the emergency, being sure to stop or modify any unsafe activities.
- 4. Anticipate situation changes, such as severe aftershocks, so that you can plan for possible problems before they occur.
- 5. Keep the incident commander advised of any problems areas that require a solution.
- 6. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

7. Return your equipment and any reusable supplies.

- position instructions
- campus map
- clipboard, pens, paper
- position identifier

Operations Chief

OPERATIONS CHIEF: Site Principal or School Counselor

BACK-UP: Lead Teacher

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- 1. Obtain your supplies and report to the command post.
- 2. Report to the incident commander and wait for authorization to begin emergency procedures.
- 3. Check that there is a team leader for each of your six teams and assign alternates if necessary.

ONGOING OPERATIONAL DUTIES

- 4. Instruct team leaders to begin their operational duties.
- 5. Coordinate and assist with the operation of the six teams.
 - Be sure that Search & Rescue begins their search procedures.
 - Ensure that the Security team secures the school perimeter.
 - Check that the Medical and Morgue teams are operational.
 - Be sure that Student Care is attending to student needs, such as restroom use.
 - Check that the Student Release center is being set-up.
- 6. Move from team to team to get an update on each team's situation. Keep the incident commander advised of any problems areas that require a solution.
- 7. Notify the coroner of any deaths. If the coroner cannot be reached or if the coroner is unable to pick up the body soon, instruct the medical team leader to have the morgue team relocate the body to the morgue.
- 8. If authorized by the incident commander, coordinate the evacuation of the campus.
- 9. Schedule breaks for yourself and your operations staff as needed.
- 10. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

11. Return your equipment and any reusable supplies.

- copy of emergency preparedness plan
- · campus map
- clipboard, pens, paper
- position identifier
- handheld radio

Security Team

SECURITY TEAM LEADER: Sixth-grade teacher(s)

TEAM MEMBERS: Campus Monitors
ASSEMBLY LOCATIONS: Command Post

START-UP ACTIONS

- 1. Obtain your supplies and report to your assembly location.
- 2. When you are in position, report this to the operations chief using your handheld radio.
- 3. Lock all external gates; unlocking gates when appropriate.

ONGOING OPERATIONAL DUTIES

- 4. Keep outsiders off the school grounds, except for outside emergency response agencies. Route outside emergency responders to the area(s) of need.
- 5. Direct individuals to the student release center if they wish to pick- up a student and/or if they wish to speak to the public information officer.
- 6. Keep students and unauthorized staff out of buildings.
- 7. Keep the situation calm and orderly at the student release center as parents and guardians come to pick-up their children.
- 8. If authorized by the operations chief, assist with the evacuation of the campus.
- 9. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

10. Return your equipment and any reusable supplies.

- position instructions
- · campus map
- position identifier
- · handheld radio
- gate keys

Search & Rescue Team

SEARCH & RESUCE TEAM LEADER: Ninth-grade lead teacher

TEAM MEMBERS: **Ninth**-grade teachers ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- 1. Report to your assembly location and obtain your supplies.
- 2. Team leader assigns search teams of two or three.
- 3. Team leader gets an update from the incident commander and then informs team of damage, dangers, and area(s) to search.

ONGOING OPERATIONAL DUTIES

- 4. Search assigned area, reporting gas leaks, fires, or structural damage to the operations chief via radio. Extinguish fires as appropriate and/or if possible. Before entering any buildings, inspect the exterior to ensure that it's safe to enter. Mark off severely damaged buildings with caution tape and do not enter until authorized by the operations chief to do so.
- 5. When searching rooms in a building, be sure to check under desks and tables. Listen carefully for muffled sounds. When a room has been cleared, mark an "x" on the door with a grease pencil. Report by radio to the operations chief that the room is "clear."
- 6. Report the condition and location of any injured individuals to the medical team leader. Do not transmit the names of the injured when describing an injury. The medical team leader will decide whether to bring the injured person to the medical area or to await assistance from a medical team. Administer first aid if necessary.
- 7. Mark the location of any deceased individuals on your campus map. Give this information to the morgue team after searching your area.
- 8. Inform the team leader after searching your area and await further instructions
- 9. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

10. Return your equipment to the toolkit bunker.

- position instructions
- hard hat
- · work gloves
- master keys
- campus map
- position identifier
- handheld radios (2)
- fire extinguisher
- blanket
- bolt cutters
- shovel

Medical Team

MEDICAL TEAM LEADER: School Nurse

Backup: Office secretary ASSEMBLY LOCATION: TBD

START-UP ACTIONS

- 1. Report to your assembly location and obtain your supplies.
- 2. Set-up treatment area and triage area.
- 3. Leader assigns treatment, triage, and documentation groups
- 4. Team leader gets an update from the incident commander and then informs team of expected injuries.

ONGOING OPERATIONAL DUTIES

5. As injured individuals come in, the triage group assesses injuries and tags individuals according to the seriousness of their need - red, yellow, or green. Documentation members record the names of every injured individual and the nature of the injury.

SUPPLIES

- position instructions
- first aid supplies
- · medical gloves
- stretchers
- campus map
- position identifier
- · handheld radio leader
- 6. Treatment group members care for those who are injured under the supervision of the team leader. Documentation members record the care that was given, and, if applicable, if an individual becomes deceased. The team leader will immediately inform the operations chief of any deaths or any injuries requiring immediate outside care.
- 7. The team leader monitors transmissions from the search & rescue and student care teams and may instruct treatment group members to respond to injuries outside of the medical area. The first aid backpack should be taken if members are sent out on a call. Do not transmit the names of the injured when speaking over the handheld radio.
- 8. The documentation group must be sure that a student's emergency release card follows the student if he or she is removed from campus to receive advanced medical care.
- 9. Keep triage and treatment areas as clean as possible throughout the emergency. Deceased individuals need to be removed to the morgue area. Hazardous waste should be separated and carefully removed by the logistics teams when necessary.
- 10. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

11. Return equipment and unused supplies. Medical paperwork goes to the planning chief.

Recommended First Aid Supplies

- 4 x 4" compress (1,000 per 500 students)
- 8 x 10" compress (150 per 500 students)
- Kerlix bandaging (1 per student)
- Ace wrap, 2" (12 per campus)
- Ace wrap, 4" (12 per campus)
- Triangular bandage (24 per campus)
- Cardboard splints (24 each: small, medium, large)
- Steri-strips or butterfly bandages (50 per campus)
- Agua-Blox water (number of students and staff x .016 = needed number of cases)
- Neosporin (144 squeeze packs per campus)
- Hydrogen peroxide (10 pints per campus)
- Bleach (1 small bottle per campus)
- Plastic basket or wire basket stretchers or backboards (1.5 per 100 students)
- Paramedic scissors (4 per campus)
- Tweezers (3 per campus)
- Triage tags (50 per 500 students)
- Latex gloves (100 per 500 students)
- Oval eye patch (50 per campus)
- Tape, 1" cloth (50 rolls per campus)
- Tape, 2" cloth (24 rolls per campus)
- Dust masks (25 per 100 students)
- Disposable blanket (10 per 100 students)
- First Aid books (2 standard and 2 advanced per campus)
- Space blankets (1 per student/staff member)

Morgue Team

MORGUE TEAM LEADER: Tenth-grade teacher

ASSEMBLY LOCATION: Behind the office buildings (TBD)

START-UP ACTIONS

- 1. Report to your assembly location and obtain your supplies.
- 2. Set-up morgue area on a cool concrete or tile surface.
- 3. Team leader gets an update from the incident commander and then informs team of any deaths.

ONGOING OPERATIONAL DUTIES

- 4. When the team leader receives notification of a death, he or she will notify the morgue team of the location of the body and will inform the team when or if to move the body to the morgue area.
- 5. Bodies are not to be moved, nor are personal effects to be removed from the body, until the coroner arrives, unless the team leader instructs otherwise.
- 6. Upon notification, team members need to go to the body and complete two tags with the following information: name of decedent (if known), date and time found, location, how identified, and name of person completing tag. Attach one tag on the body.
- 7. If the coroner will not be able to pick up the body soon, the team leader will tell the morgue team to move the body to the morgue area. Before moving the body, it needs to be placed in a plastic bag and then securely taped shut to prevent unwrapping. The second tag should be attached to the outside of the plastic bag.
- 8. Place any personal belongings not attached to the body into a separate container and label with a third tag with the same information. Store this container near the body.
- 9. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

- 10. After all bodies have been picked up, clean up the morgue area, being sure to dispose of any hazardous waste through the logistics team.
- 11. Return equipment and unused supplies. Any paperwork goes to the planning chief.

- position instructions
- medical gloves
- stretchers
- · campus map
- position identifier
- handheld radio leader
- plastic tarps
- vapor rub

Student Care Team

STUDENT CARE TEAM LEADER: Counselor

TEAM MEMBERS: Any employees not at another duty station ASSEMBLY LOCATION: Student Care Area / Playground Field

START-UP ACTIONS

- 1. Obtain your supplies and escort classes to the student care area.
- 2. Assist in the taking of attendance to ensure that all students are present. Report any missing students to the team leader, who will then inform the operations chief.
- 3. Assist in the dismissal of staff to their duty stations by taking over the supervision of classes whose teachers need to go to another location.

SUPPLIES

- position instructions
- position identifier
- handheld radio leader
- pens/pencils & paper

ONGOING OPERATIONAL DUTIES

- 4. Team leader will make arrangements with logistics to provide food, water, shelter, and toilet facilities if necessary. Team members may be called upon to assist.
- 5. Monitor the safety and well-being of students in the student care area, including the administration of minor first aid if needed. Students with serious injuries need to be referred to the team leader, who will notify the medical team leader via radio.
- 6. Support the student release process by sending students to the release center when the proper paperwork is presented by a runner.
- 7. Plan and conduct activities for the students to ease their concerns and pass the time.
- 8. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

9. Return equipment and unused supplies.

Student Release Team

STUDENT RELEASE TEAM LEADER: Secretaries
ASSEMBLY LOCATION: Student Release Center

START-UP ACTIONS

- 1. Report to your assembly area and obtain your supplies.
- 2. Set up the request gate and the release gate in two areas.

ONGOING OPERATIONAL DUTIES

3. Verify the identification of adults who present a completed student release form and verify that the adult is on the student's emergency release card. If everything is correct, give the form to a runner and instruct the adult to proceed to the release gate.

SUPPLIES

- position instructions
- · position identifier
- · handheld radio leader
- pens/pencils & paper
- bullhorn
- 4. Runner shows the student release form to the student care leader. Leader marks the "sent with runner" box on the form and dismisses the student to go to the release gate.
- 5. If the student is not with the student care team, runner proceeds to the medical team. If the student is able to be moved, the medial team leader marks the "sent with runner" box on the form and dismisses the student to go to the release gate. If the student cannot be moved (or has been sent to a medical treatment facility), the runner informs the release gate personnel, who inform the requesting adult.
- 6. If the student is not with the medical team, runner proceeds to the command post. If the student is absent, missing, or deceased, the runner informs the release gate personnel, who inform the requesting adult. In the event a student is missing or deceased, the requesting adult should be offered support and understanding by the release gate personnel and referred to a crisis counselor if one is available.
- 7. Runner walks with student(s) to release gate and presents student release form(s) to personnel at the release gate.
- Before students are released, the release gate personnel verify identification of the requesting adults, match students to their requesting adults, and ask requesting adults to sign their student release form.
- 9. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

10. Return equipment and unused supplies. All paperwork goes to the planning chief.

Planning & Intelligence Team

PLANNING & INTELLIGENCE TEAM LEADER: Projects Secretary

DOCUMENTATION MEMBER: Secretary SITUATION ANALYSIS MEMBER: Secretary ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- 1. Obtain your supplies and report to your assembly area.
- 2. Leader checks in with the incident commander and receives a briefing on what has occurred so far during the emergency.

SUPPLIES

- position instructions
- · position identifier
- pens/pencils & paper
- site map

ONGOING OPERATIONAL DUTIES

- Documentation member maintains a time log of the entire incident, noting actions taken by the command team and the basic content of all verbal and radio communications with the command post.
- 4. Documentation member receives, records, and files forms turned in by other teams as they arrive.
- 5. Situation analysis member marks the site map and the local area map as reports are received concerning student and staff injuries, structural damage, dangers, road closures, utility outages, the location of emergency agencies, etc... and reports this information to the incident commander when called upon..
- 6. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

- 7. Return equipment and unused supplies.
- 8. Store documents in a safe and secure location.

Logistics Team

LOGISTICS CHIEF: Custodian

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- 1. Chief shuts down gas supply if the gas meter is leaking.
- 2. Chief shuts down electricity anyplace with structural damage.
- 3. Chief opens storage rooms and/or containers containing emergency supplies.
- 4. Obtain your supplies and report to your assembly area.
- 5. Chief briefs the incident commander on the status of the site's utilities and any other items related to logistics. Wait for authorization to begin emergency procedures.
- 6. Chief checks that there is a team leader for each of the two logistic teams and assigns alternates if necessary.

SUPPLIES

- position instructions
- · position identifier
- master keys leader
- site map
- handheld radio leader
- utility shut-off tool(s)

ONGOING OPERATIONAL DUTIES

- 7. Post yellow caution tape around damaged or hazardous areas.
- 8. Distribute supplies and equipment to the various teams as needed, being sure to maintain the security of these items throughout the emergency. Class containers in the storage bunker need to be distributed to their designated classes.
- 10. Set up sanitation and feeding areas in locations designated by the incident commander and keep these areas clear of debris and trash.
- 11. Set up and maintain temporary shelters if so directed by the incident commander.
- 12. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 13. Return equipment and unused supplies.
- 14. Lock storage rooms and/or storage containers after all reusable equipment has been returned. List items that are missing and submit to the planning chief.
- 15. Chief restores gas and electric supply if so directed by the incident commander.

Nutrition Team

NUTRITION LEADER: Food Service Support ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- 1. Report to your assembly location.
- 2. Await notification by the logistics chief to determine if it will be necessary to set up a feeding area.
- 3. Set up of the feeding area in the location designated by the incident commander.
- 4. Obtain your food, water, and supplies and take these items to feeding area.

ONGOING OPERATIONAL DUTIES

- 5. Distribute food and water when directed to do so by the logistics chief.
- 6. Conserve food and water whenever possible, being sure to periodically update the logistics chief on the amount of food and water available.
- 7. Assist in keeping the feeding area clear of debris and trash.
- 8. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

9. Return equipment and unused supplies.

SUPPLIES

- position instructions
- position identifier
- non-perishable food
- bottled water

Communications Team

COMMUNICATIONS LEADER: Secretary

RUNNERS: Six pre-assigned and trained 6th-grade students

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- 1. Obtain your supplies and report to your assembly location.
- 2. Set up a communications station near the command post.
- 3. Leader confers with the logistics chief to determine if the team should activate the communications station.
- 4. Assign one runner to the medical team, one runner to the student care team, and keep one runner at the command post.
- Consult with the incident commander and then use the handheld radio or cell phone to communicate the status of the emergency at the site to the Sheriff's Emergency Operations Center. If unable to make contact, retry at regular intervals.

ONGOING OPERATIONAL DUTIES

- 6. Receive, pass on, and log all communications from the Sheriff's Emergency Operations Center and any outside agencies involved in the site's emergency.
- 7. Use command post runner to deliver messages from the incident commander to other teams. Runners assigned to other teams are to deliver messages from these teams to the incident commander.
- 8. Direct communications from the media and the public to the public information officer.
- 9. Monitor AM/FM radio transmissions on KFWB 980 and/or KNX 1070 for emergency news and pass on any significant information to the incident commander.
- 10. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 11. Turn in all logs to the planning chief.
- 12. Return equipment and unused supplies.

SUPPLIES

- position instructions
- position identifier
- · handheld radio leader
- AM/FM radio
- spare radio batteries

Finance & Administration Team

FINANCE & ADMINISTRATION LEADER: Secretary

STAFFING COORDINATOR: Secretary PURCHASING COORDINATOR: Secretary ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- 1. Obtain your supplies and report to your assembly location.
- 2. Set up a work area within the command post.
- 3. Prepare logs to list staff, volunteers, and students participating in the emergency.

SUPPLIES

- position instructions
- position identifier
- paper and pens
- purchase orders

ONGOING OPERATIONAL DUTIES

- 4. Sign in volunteers sent by the Sheriff's, give each volunteer an ID badge sticker, and refer volunteers to the operations chief of assignment. Unregistered volunteers must first register with the Sheriff's Emergency Operations Center.
- 5. Periodically check in with the planning chief to obtain any documents relating to timekeeping and purchasing.
- 6. Maintain a record of all hours worked by school employees during the site's emergency.
- 7. Make any purchases authorized by the incident commander.
- 8. Have all staff, volunteers, and assisting students sign out when the incident commander releases them from their duties.
- 9. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 10. Turn in all logs and documentation to the planning chief.
- 11. Return equipment and unused supplies.

Emergency Responses

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed on page 25.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel
 without the assistance from outside agencies, e.g., a temporary power outage,
 minor
 earthquake, or a minor injury in the play yard.
 - Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., "unknown white powder."
 - Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- Duck & Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- Lock Down: Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- All Clear: Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

 Duck & Cover: Immediately use the site's schoolwide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.

- Shelter in Place: Immediately use the site's schoolwide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- Lock Down: Immediately use the site's schoolwide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- Evacuate Building: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.
- Evacuate Campus: Immediately use the site's fire alarm bell system to notify students and staff
 that they are to proceed to the site's outside assembly area. From there, notify staff and
 students using a bullhorn that it has been determined that it is too dangerous to remain on
 campus. Provide instructions on how staff and students will be relocated.
- All Clear: Use the site's schoolwide communication system to notify staff and students that normal school operations should resume.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building.

ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt o keep the caller on the telephone as long as possible and alert someone else to call the Yucaipa Sheriff's Department at 790-3101 or 790-3105. Do not call 911. The person answering the threat call should ask the questions listed on the "Bomb Threat Checklist." During a bomb threat, cellular phones and/or handheld radios should not be used because theirs transmission

could set off a radio-controlled bomb. The fire alarm and school bells should also be silenced so that they do not set off a radio-controlled bomb. Do not turn on or off the electricity to a building because this could set off a photoelectric bomb. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, Evacuate Building, or Evacuate Campus.

BUS DISASTER

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. The administrator and/or bus driver will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuate Bus.

DISORDERLY CONDUCT

This involves a student or staff member exhibiting threatening or irrational behavior who does <u>not</u> have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

EARTHQUAKE

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Evacuate Building, or Evacuate Campus.

EXPLOSION OR RISK OF EXPLOSION

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radio active materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or

designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

LOSS OR FAILURE OF UTILITIES

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

PSYCHOLOGICAL TRAUMA

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the psychological crisis response team. Emergencies like those described above usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This involves the suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the risk manager(through Edtec) of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. The main gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or

designee should proceed in good judgment on the basis of poto control and resolve the situation.	olice or other legal advice, in taking action

INLAND LEADERS CHARTER SCHOOL Injury Illness Prevention Program

- I. Policy Statement
- II. Organization
- III. Company Responsibilities
- IV. Compliance
- V. Communication
- VI. Identification and Evaluation of Workplace Hazards
- VII. Accident Investigation
- VIII. Hazard Correction
- IX. Safety Training
- X. Record Keeping

I. POLICY STATEMENT

It is the policy of Inland Leaders Charter School to maintain a safe and healthful work environment. To achieve this goal, the School has developed an Injury Illness Prevention Program (IIPP) as required by California Senate Bill 198 and implemented under the California Code of Regulations, Title 8, Chapter 4, Section 3203.

Accidents, for the most part, are avoidable. Therefore, the School believes that nearly all accidents are preventable. We strive to provide the best equipment, the safest facilities, and necessary people to accomplish all of the duties safely and efficiently.

Safety is everyone's responsibility. We expect every administrator and employee to be personally concerned and motivated to maintain a safe working environment for all employees. Together, we can make a difference in the safety of our fellow coworkers and ourselves. Good safety habits reduce the possibility of injury for you and your coworkers, and all employees are responsible to be alert for and report any safety hazards.

II. ORGANIZATION

Each Administrator, Manager and Employee of Inland Leaders Charter School has individual responsibilities regarding workplace safety and health. The director is responsible to ensure that the plan is implemented. A school site safety team made up of parents and school employees will be responsible for recommending policies pertaining to the safety at the school site.

III. SCHOOL RESPONSIBILITIES

A. ADMINISTRATION

Administration will effectively execute their safety responsibilities by the following methods:

- Familiarize themselves with the safety program and insure its effective implementation
- Give maximum support to all programs and committees whose function is to promote safety and health.

- Actively participate in Safety Committees
- Be aware of all safety considerations when introducing new procedures, tools or materials to the workplace.

B. MANAGEMENT AND SUPERVISORS

It is the responsibility of the director to develop procedures which ensure effective compliance with the IIP Program. The director is responsible for setting acceptable safety policies and procedures for each employee to follow and ensuring employees receive general and specific training. In addition, supervision carries the responsibility for knowing how to safely accomplish the tasks assigned to each employee, for purchasing appropriate personal protective equipment, and for evaluating employee compliance. In effectively executing their safety responsibility, the director will specifically:

- Familiarize themselves with the Safety Program and insure its effective implementation.
- Enforce recommended safe work conditions and employee actions.
- Provide complete and specific safety training to all employees for the tasks that they perform.
- Provide Personal Protective equipment as required.
- Consistently and fairly enforce all safety rules and OSHA standards.
- Investigate all accidents and near-miss injuries to determine cause, then take appropriate action to prevent repetition.
- Maintain equipment in safe operating condition.
- Inspect work areas often to identify unsafe conditions and work practices. At a minimum, the director shall utilize self-inspection checklists on a consistent basis.

C. EMPLOYEES

Immediate responsibility for workplace health and safety rests with each individual employee. Employees are responsible for following the established work procedures and safety guidelines in their area. Employees are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors. Specifically, their responsibilities include:

- Attend or participate in provided training and retraining programs.
- Follow all company safety rules and regulations and apply safe work practices to all job tasks.
- Report safety hazards and unsafe conditions to his or her supervisor or the Safety Committee.
- When appropriate, provide recommendations on how to eliminate or reduce a discovered safety hazard.

D. SAFETY TEAMS

Safety teams have been established and team members designated in the school emergency plan.

IV. COMPLIANCE

- **A.** Training and Retraining Programs (Addressed fully in section IX)
- B. Employee Recognition Programs

Inland Leaders recognizes that employees who maintain good conduct regarding safety program compliance should be recognized.

C. Supervisory Observations

The director will conduct scheduled and unscheduled observations of work practices under their direct supervision.

D. Discipline Action

Employees who fail to comply with Safety Rules will be subject to disciplinary action up to and including termination. For Safety Rule violations, the director may follow disciplinary procedures as follows:

- Written warning outlining the nature of the offense, counseling on how to improve performance and consequences of failure to correct.
- Probation outlining nature of offense and putting employee on notice that another violation will result in termination; and / or
- Termination

V. COMMUNICATION

A communication system has been established at Inland Leaders Charter School to encourage employees to inform their immediate supervisors regarding observed hazards. They may also inform members of each School's safety team, Principal, or Human Resource Manager.

Review of the Injury Illness Prevention Program is provided for each new employee as part of their new employee orientation program. All employees are given a copy of this IIPP containing the Safety Policy and Safety Rules established by Inland Leaders. These rules are reviewed with the employee and indicate their understanding by the signing of the Safety Agreement.

Training and communication activities will include the following:

A. Upon hiring (Appendix A - Employee Safety Orientation Checklist)

B. Training and Retraining Programs

Training programs are fully addressed in section IX of this document.

C. Hazard Reporting and Safety Suggestions

Employees at Inland Leaders are encouraged to inform their managers and supervisors about workplace hazards immediately without fear of reprisal. Anonymous suggestion cards will be provided that may be mailed to the ILCH anonymously.

D. Posted Safety Information

Safety posters are located throughout the facilities to communicate general safe work practices.

E. Safety Team Meetings

Safety meetings will occur monthly in staff meetings with employees.

VI. IDENTIFICATION AND EVALUATION OF WORKPLACE HAZARDS

A major component in the effectiveness of the Injury Illness Prevention Program depends on the ability to properly identify and evaluate workplace hazards. A health and safety inspection program has been implemented to reduce unsafe conditions, which may expose Management, Supervisors, Employees and Parents/Guests to incidents that could result in personal injuries or property damage.

A. Inspections

Scheduled inspections will be conducted the by designated personnel at each site or by the safety committee as necessary using the designated forms with appropriate abatement of any hazards detected.

Unscheduled inspections will be conducted in the following situations:

- When new substances, processes, procedures, or equipment which present potential new hazards are introduced into our workplace.
- When new, previously unidentified hazards are recognized.
- When occupational injuries and illness occur as a result.
- Whenever workplace conditions warrant an inspection.
- B. Responsibility
- C. Job Hazard Analysis
- D. Safety Team Program

VII. ACCIDENT INVESTIGATION PROGRAM

An accident investigation will be conducted for all workplace accidents and hazardous substance exposures. It is the policy of Inland Leaders that all injuries or illnesses be reported to the director immediately after the accident/exposure occurs. "Near accidents" should also be reported as they are an indication of possible unsafe conditions or procedures.

Supervisor:

- The director will be responsible for investigating all accidents promptly and thoroughly.
- The appropriate form (see appendix) is completed and returned to the Human Resource office within 24 hours of a reported incident.
- The director must consult with the safety committee for assistance if a potential trend is noticed or assistance is desired.

Investigation:

The investigations will include, but not be limited to the following:

Interviewing injured workers and witnesses immediately
Examining the workplace for factors associated with the accident/exposure
Determine the cause of the accident/exposure
Taking corrective action to prevent the accident/exposure from reoccurring
Recording the findings and actions taken on the appropriate form.

To ensure timely accounting for Workers' Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form.

Serious occupational injuries, illnesses or exposures to hazardous substances, as defined by Cal-OSHA, must be reported to the appropriate personnel no later than 24 hours after they become known to the supervisor. These include injuries which cause permanent disfigurement or require hospitalization for a period in excess of 24 hours.

VIII. HAZARD CORRECTION

- A. Priority
- B. Responsibilities
 - 1. Employees
 - 2. Managers and Supervisors
 - 3. Executive Management

C. Corrective Action Policy

- 1. Engineering Controls
- 2. Administrative Controls
- 3. Personal Protective Equipment
- 4. Employee Training Programs

IX. SAFETY TRAINING

A. Policy

All employees will be provided specific and general safety and health training while employed with Inland Leaders. Employees that have not been properly trained for particular jobs may not perform job functions until required training has been conducted.

Training and instruction is provided as required by Cal-OSHA:

- To all new employees
- To all workers given new job assignments for which training has not previously provided.
- Whenever new substances, processes, procedures or equipment are introduced to the workplace and represent a new hazard.
- Whenever the employer is made aware of a new or previously unrecognized hazard.
- To supervisors to familiarize them with the safety and health hazard to which workers under their immediate direction and control may be exposed.
- To all workers with respect to hazards specific to each employee's job assignment.

B. Supervisor and Management Responsibilities

Management personnel are expected to ensure employees are properly trained for the work that they perform. Training expected to be conducted for employees includes the following:

- General safe work procedures.
- Identifying required policies and procedures for use of personal protective equipment to all personnel.
- Conduct Job Safety Analysis to identify hazardous conditions associated with each job.
- Supply training on Hazard Communication which includes use and location of Material Safety Data Sheets (MSDS) and chemical hazards associated with each job.
- Ensure employees are evaluated appropriately through written documentation with the use of testing procedures.

C. Training Classes

Classes may include but are not limited to the following:

- Injury Illness Prevention Training
- Hazard Communication
- Powered Industrial Trucks
- Respirator Protection
- Confined Space Entry
- Emergency Preparedness
- Hazardous Waste Handling
- Bloodborne Pathogens
- Ergonomics
- Lockout/Tagout
- *Material Handling*
- Accident Investigation

X. RECORD KEEPING

A copy of the Injury Illness Prevention Program is located in the Human Resource Manager's office and at each Plant for supervisor and employee use. To ensure the critical elements of the IIPP are being implemented, the following records will be mandatory for to keep on file:

- Records of hazard assessment inspections
- Records of safety and health training
- Documentation of accident/exposure investigations and corrective action taken
- Records of safety communication such as safety meetings, newsletters, posted or written notification of safety policies, and anonymous information from employees.

Workplace inspection records shall be kept for all scheduled, periodic inspections. These records will include at minimum:

- *Date of inspection*
- Work areas inspected

- *Name of person(s) conducting the inspection*
- The unsafe conditions and work practices which have been identified
- Action taken to correct the identified unsafe conditions

Personnel records shall be kept for all scheduled, periodic training opportunities. These records will include at minimum:

- Employee name
- Date of training
- Type of training provided
- Training instructors

An annual summary of Occupational Injuries and Illness will be posted for each site. The summary will consist of the year's total from California DOSH Form 300. The summary shall be completed within one (1) month after the close of the calendar year and be posted in each site in a conspicuous place no later than February 1 and remain in place until March 1.

ILCH School Contract

As a ILCH parent and student, We_		pledge to:
•	(Name of student and parent)	

Understand:

- ILCH is a school of choice not a school of entitlement.
- Student standards for behavior will be high in order that the environment is free of distraction so that all may have the freedom to learn in a safe, ordered and friendly environment.
- ❖ Parents are part of the success of any school and need to be involved in their children's education.
- ❖ As a student I am expected to work to the best of my ability and respect all school rules.

Provide Home Academic Support by:

- Ensuring my child comes to school ready to learn.
- Assisting and monitoring assignments as needed.
- Following through with school recommended actions.
- Reviewing this agreement with my child.

Provide School Support by:

- Making sure my child is on time to school each day with the necessary tools to be successful.
- Supporting and adhering to the ILCH Family/Student Handbook and interacting with school personnel in a positive manner.
- Completing school surveys and returning required paperwork.
- Sending my student to all recommended interventions before, during or after school.

Participate by:

- Attending parent conferences
- Actively collaborating and communicating with teachers to meet my child's learning needs.
- Consistently encourage my child to implement their leadership training to help others.
- ❖ Be an active member of the school community by working to continuously improve Students for all students.
- Support your student's community service projects and Personal Leadership Plan

No student will be denied admis	sion, excluded from ILCH programs,	or otherwise disciplined due to his or	he
parent/guardian's failure to sign the	Parent/Student Contract or to volunteer	in accordance with the Parent/Student Cont	ract
My signature below represents my u	inderstanding and full commitment to the	e above pledges for the upcoming school ye	ar.
Parent/Guardian Signature	Student Signature	Date	

<u>APPENDIX S – FINANCIAL DOCUMENTS/BUDGETS</u>

ILCH budgets and Cash Flow for the first 3 years of operation (split out of planning year from year 1)

Summary

The attached budget and cash flow projections are based on historical expenses for the ILCS program and planned growth for the next 3 years. ILCH has utilized the Local Control Funding Formula (LCFF) funding formulas and assumptions built into the statewide calculator developed by FCMAT. ILCH will maintain separate financial accounts and bookkeeping in accordance with state regulations and separate audits will also be completed apart from the ILCS K–8 program. Revenue for the first year includes LCFF, EPA, child nutrition, special education, and local donations/fundraising in the total estimated amount of \$1,280,713. Total first-year expenses are estimated at \$1,270,354. Second- and third-year budgets are markedly stronger due to the fact that start-up costs for new charters are extensive and in the third year, ending fund balance is projected at \$1,489,362 (including depreciation) which is a 50% reserve as a percent of expenses. Budgets also reflect a planning year budget as well. ILCH will pursue the Public Charters Schools Grant Program, which provides up to \$575,000 in start-up and implementation funding. This funding is based on a competitive process and therefore is **not** calculated as part of the revenue provided in this document. Detailed budgets are outlined in the Appendix S and summaries are provided in the narrative within this section.

In addition, the ILCS financial standing is excellent and currently has an ending fund balance of \$7,916,000 as of June 30, 2018 unaudited actuals. This fund balance is referenced in order to provide the context to the level of financial stability and support the CMO can offer for loans and working capital to support the ILCH program if needed.

Enrollment Projections

ILCH has projected a modest level of enrollment starting in the first 3 years of operation with a 96% Average Daily Attendance rate.

FIGURE 22- ENROLLMENT

School	9th	10th	11th	12th	Independent	Total	Total ADA*
Year	grade	grade	grade	grade	Study	Students	
2019-20	108				8	116	111.36
2020-21	108	108			16	232	222.72
2021-22	108	108	108	24 348		348	334.08
2022-23	108	108	108	108 32 464		445.44	

^{*}ADA based on 96% attendance rate

Budget Revenue Summary

		2018-2019	2019-2020	2020-2021	2021-2022	
		start up/planning budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	
SUMMARY Revenue						
	Local Control Funding	-	1,113,456	2,286,173	3,546,614	
	Federal Revenue	_	12,000	43,800	62,987	
	Other State Revenues	-	76,257	151,523	261,782	
	Local Revenues		44,000	83,240	111,049	
	Fundraising and Grants	53,000	35,000	29,950	36,534	
	Total Revenue	53,000	1,280,713	2,594,686	4,018,965	
Expenses						
	Compensation and Benefits	52,654	875,472	1,472,389	2,032,358	
	Books and Supplies	31,200	212,905	288,899	394,997	
	Services and Other Operating Expenditures	23,400	181,978	320,912	480,841	
	Capital Outlay	-	-	15,000	25,500	
	Total Expenses	107,254	1,270,354	2,097,200	2,933,695	
Operating In	ncome (excluding Depreciation)	(54,254)	10,359	497,486	1,085,270	

FCMAT Calculator Summary

Components of LCFF By Object Code			
	2019-20	2020-21	2021-22
8011 - State Aid	\$ 1,010,684	\$ 2,080,629	\$ 3,238,298
8011 - Fair Share	-	-	-
8311 & 8590 - Categoricals	-	-	-
EPA (for LCFF Calculation purposes)	22,272	44,544	66,816
Local Revenue Sources:			
8021 to 8089 - Property Taxes	-	-	-
8096 - In-Lieu of Property Taxes	80,500	161,000	241,500
Property Taxes net of in-lieu	-	-	-
TOTAL FUNDING	\$ 1,113,456	\$ 2,286,173	\$ 3,546,614
Basic Aid Status	-	-	-
Less: Excess Taxes	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 1,113,456	\$ 2,286,173	\$ 3,546,614

Special Education state and federal revenue estimates (El Dorado Selpa Calculator)

				-													
	Multi-Year State & Federal Funding Estimates																
96.00%	= Estimate of P2	ADA as % of En	rolli	ment													
Fiscal Year	Enrollment Assumption	Estimated P2 ADA		State Rate		Federal Rate	Gro	ss Allocation	Admin Fee %	A	dmin Fee	Set	Aside	Net Allocation	Cash	Flov	v**
2017-18	-											\$	-		State		Federal
2018-19	-	-	\$	522.00	\$	125.00	\$	-		\$	-	\$	-	\$ -	\$ -	\$	-
2019-20	116.00	111.36	\$	522.00	\$	125.00	\$	58,130.00	6.0%	\$	3,488.00		557	\$ 54,642.00	\$ 54,642	\$	
2020-21	232.00	222.72	\$	522.00	\$	125.00	\$	130,760.00	5.0%	\$	6,538.00		-	\$ 124,222.00	\$ 109,722	\$	14,500
2020-22	348	334.08	\$	522.00	\$	125.00	\$	203,390.00	4.0%	\$	8,136.00			\$ 195,254.00	\$ 166,254	\$	29,000

^{*}Does not include Mental health funding

ILCH shall benefit from Inland Leaders' Charter Schools' extensive resources and expertise in financial development along with Edtec business consultants. ILCH has access to a \$500,000 line of credit through Bank of Hemet for start-up funding with the funding note provided in Appendix S. The Charter School has also been provided with a \$50,000 donation through the Inland Leaders Foundation for start-up support. As mentioned above, ILCH shall apply for the Public Charter Schools Grant Program funding and expects to receive up to \$575,000 in start-up and implementation funding. The ILCS Board has

committed a \$500,000 interest-free loan to ILCH at the time of charter approval to support any start-up costs associated. The combination of LCFF, grants, and the lines of credit will provide the necessary revenue and cash flow for any initial expenditures and start-up expenses. ILCH will start operations with access to 1 million dollars in operating cash. This amount is well in excess of the necessary cash required and provides a safety net in regards to any unforeseen expenses.

Revenue projections for 2019–2020 are based on LCFF, with rates estimated by FCMAT and current state budgets.

In addition to the LCFF and EPA funding, ILCH will receive:

- Lottery Funding: the Charter School will receive approximately \$145 per ADA per year for state lottery revenue
- Child Nutrition: The National School Lunch Program reimbursement rates are \$2.97 per Reduced child and \$3.37 per Free child. The State Meal Program reimbursement rate is \$0.2368 per Free or Reduced child.
- State and Federal Special Education Funding including mental health funding under the El Dorado SELPA allocation plan.
- Local revenue from donations, fundraising, and sales.

Expenses

Expenses				
Compensation and Benefits	52,654	875,472	1,472,389	2,032,358
Books and Supplies	31,200	212,905	288,899	394,997
Services and Other Operating Expenditures	23,400	181,978	320,912	480,841
Capital Outlay	-	-	15,000	25,500
Total Expenses	107,254	1,270,354	2,097,200	2,933,695

Expenses have been conservatively estimated based on Inland Leaders Charter School's twelve years of operational experience and EdTec's experience working with a number of charter schools in California. Below is a summary of the major expense categories and their underlying assumptions.

Staffing and benefits:

1000	Certificated Salaries				
	SUBTOTAL - Certificated Employees	31,500	539,800	940,420	1,318,111
2000	Classified Salaries				
	SUBTOTAL - Classified Employees	10,750	134,000	172,180	214,604
3000	Employee Benefits				
	SUBTOTAL - Employee Benefits	10,404	201,672	359,789	499,643

ILCH shall be led by the high school principal shown under Certificated Administration. The salary of the Executive Director will be split between the ILCH high school program and the ILCS K–8 program. In 2019–2020, ILCH will employ 4 FTE Core Certificated Teachers estimated at an average of \$75,000. Currently the ILCS program averages \$64,758 per full time core teacher salary. Four additional teachers will be hired in 2020–2021, and four teachers will be hired in 2021–202 due to the growth in grades with a 3% COLA factored for each year. ILCH has also budgeted for one part-time counselor, one part-time independent study teacher, two secretaries, one campus monitor, part-time elective teachers, one lunch

service staff, and one part-time PE teacher. Planning year costs consist of extra planning days and a three-month planning salary for the part-time counselor, principal and clerical staff.

ILCH will cover the costs of health insurance for its employees. Budget projections are based on actual 2018 benefit costs per employee of \$12,600 with a built in assumption of rising insurance costs at 10% a year. As a reference, ILCH will offer STRS for its certificated employees and Social Security for non-certificated employees. Worker's Compensation insurance is included based on rates provided through our broker, Keenan and Associates.

Books and Supplies:

		2018-2019	2019-2020	2020-2021	2021-2022
		start up/planning			
		budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
Books &	Supplies Summary				
4100	Approved Textbooks & Core Curricula Materials	20,000	27,792	49,226	50,660
4200	Books & Other Reference Materials	-	7,308	14,616	21,924
4300	Materials & Supplies	500	54,308	89,919	154,700
4400	Noncapitalized Equipment	10,700	85,345	65,058	70,135
4700	Food	-	38,152	70,080	97,578
	SUBTOTAL - Books and Supplies	31,200	212,905	288,899	394,997

As noted in the books and supplies budget, expenses have been split out for a planning year in which a portion of books and materials will be expensed. ILCH expects 116 new students in 2019–2020 in ninth grade. For Textbooks and Core Materials, ILCH expects \$412 per new student each year with the remainder to be replacement costs; \$63 per student for Books and Other Reference Materials with the remainder to be replacement cost; \$189/ADA for Materials and supplies; \$324/new student for Furniture and equipment with the remainder to be replacement cost. The Charter School will not assume monthly expenses for Custodial Supplies since they are included in the facility lease and \$232/month in Office Supplies with growth each out year to accommodate the increase in school size and enrollment. Professional Development Supplies are estimated at \$205/FTE teacher in 2015–2016 with growth each out year as the Charter School grows a grade. ILCH estimates the purchase of a new Chromebook for each enrolled student \$350 each; out years assume replacement and additional computer purchases. Student Food Service assumes an expense of \$310/ADA slowly decreasing in out years for economies of scale. As a reference, YCJUSD spent \$274 per student ADA on Books and Supplies (4000 series) based on 2012-2013 Ed-Data (www.ed-data.k12.ca.us). ILCH has budgeted spending \$2,104 per student for the same expenses (4000 series) for start-up and year 1 expenses.

Services and Operating Expenditures:

	SUBTOTAL - Services & Other Operating Exp.	181.978	320.912	480,841
5900	Communications	4,460	5,932	7,889
5800	Other Services & Operating Expenses	62,591	97,706	143,419
5600	Rentals, Leases, & Repairs	105,176	204,307	312,208
5500	Operations & Housekeeping	-	-	-
5400	Insurance	5,400	7,182	9,552
5300	Dues & Memberships	1,950	2,594	3,527
5200	Travel & Conferences	2,400	3,192	4,245
5100	Subagreements for Services	-	-	-
	& Other Operating Expenditures Summary			

ILCH has budgeted 1% of revenue toward District/Authorizer oversight in accordance with Education Code Section 47613(a).

Facilities are budgeted based on a preliminary rental agreement of 8% of LCFF revenue per year with Gracepoint Christian Church. This cost was developed as a fair market amount based on the space requested.

Utility costs are a part of the lease agreement and will be paid by the landlord.

Inland Leaders Charter Schools Board of Directors currently has insurance liability, excess liability, property, worker's compensation, and student accident coverage through our insurance broker, Kennan and Associates. Out years are adjusted for growth in ADA and a 3% premium increase along with student growth. ILCH will pay a prorated portion of the insurance costs.

ILCH has budgeted to contract with back office support through EdTec in the form of consultation to help manage the Charter School's business office in partnership with the Executive Director. These services include payroll, financial reporting, budgeting, and attendance tracking. As a reference, YCJUSD spent \$910 per student ADA during the 2012-2013 school year for services and operating expenses according to Ed-Data (www.ed-data.k12.ca.us). ILCH budgeted to expense \$1770 per student ADA for the planning and start-up year for the same series of expenses (5000 series).

Capital Outlay:

		2018-2019	2019-2020	2020-2021	2021-2022
		start up/planning budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
6000	Capital Outlay				
6100	Sites & Improvement of Sites			-	-
6200	Buildings & Improvement of Buildings			15,000	18,000
6500	Equipment Replacement		-	-	7,500
	SUBTOTAL - Capital Outlay	-	_	15,000	25,500

		2018-2019	2019-2020	2020-2021	2021-2022
		start up/planning			
		budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
Depreciation	Calculation				
6900	Total Depreciation (includes Prior Years)		30,000	30,000	30,000

2019–2020 includes \$150,000 in capital improvements, for the planning year and year 1 of operation, including fire alarms and sprinklers for occupancy at the church facility. The area allocated has formerly served students and is well equipped with furniture, technology, storage, office space and bathrooms. The facility is in good repair and requires upgrades as determined by the local fire officials. Other costs in year 2 and 3 include possible fencing projects around the Charter School property to enclose the parking lots.

Cash Flow: Cash flow projections reflect the planning year revenue and expenses along with the starting cash of \$500,000.

A majority of the Books and Supplies expense lines are projected to be expensed in July and August and of the fiscal year. Services and Other Operating are expensed based on historical spending patterns.

ILCH is cash positive throughout the 3 years. ILCH will have available the \$500,000 line of credit through Bank of Hemet as well, but as demonstrated, should not be necessary for use.

Contingencies and Reserves: ILCH is budgeted to end the first year of operation and an ending fund balance of \$10,359. ILCH's budget demonstrates strong reserve and ending fund balances in the second and third years of operation.

	2018-2019	2019-2020	2020-2021	2021-2022
	start up/planning			
	budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
Operating Income (excluding Depreciation)	(54,254)	10,359	497,487	1,052,020
<u></u>	, , ,	,	,	, ,
Operating Income (including Depreciation)	(54,254)	(19,641)	482,487	1,047,520
Fund Balance				
Beginning Balance (Unaudited)	-	(54,254)	(73,895)	408,592
Audit Adjustment	-	-	-	-
Beginning Balance (Audited)	-	(54,254)	(73,895)	408,592
Operating Income (including Depreciation)	(54,254)	(19,641)	482,487	1,047,520
Ending Fund Balance (including Depreciation)	(54,254)	(73,895)	408,592	1,456,112
Ending Fund Balance as a % of Expenses	-51%	-6%	19%	50%

		2018-2019	2019-2020	2020-2021	2021-2022	
		start up/planning budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
SUMMARY			,		· · · · · · · · · · · · · · · · · · ·	
Revenue			4 440 450	0.000.470	0.540.044	
	Local Control Funding Federal Revenue	-	1,113,456 12,000	2,286,173 43,800	3,546,614 62,987	
	Other State Revenues	-	76,257	151,523	261,782	
	Local Revenues	53,000	44,000 35,000	83,240 29,950	111,049 36,534	
	Fundraising and Grants Total Revenue	53,000 53,000	1,280,713	2,594,686	4,018,965	
		·			, ,	
Expenses	Componentian and Reposits	52.654	875,472	1,472,389	2,032,358	
	Compensation and Benefits Books and Supplies	31,200	212,905	288,899	394,997	
	Services and Other Operating Expenditures	23,400	181,978	320,912	480,841	
	Capital Outlay Total Expenses	107,254	1,270,354	15,000 2,097,200	25,500 2,933,695	
	Total Expenses	,				
Operating I	ncome (excluding Depreciation)	(54,254)	10,359	497,486	1,085,270	
Operating In	come (including Depreciation)	(54,254)	(19,641)	482,486	1,080,770	
Fund Balan	ce					
, u	Beginning Balance (Unaudited)	-	(54,254)	(73,895)	408,592	
	Audit Adjustment	-	- (54,254)	(73,895)	- 408,592	
	Beginning Balance (Audited) Operating Income (including Depreciation)	(54,254)	(19,641)	482,486	1,080,770	
	d Balance (including Depreciation) d Balance as a % of Expenses	(54,254) -51%	(73,895) -6%	408,592 19%	1,489,362 <i>51%</i>	
Liidiig i dii	a Balance as a 70 of Expenses					
Detail						
Enrollment S	ummany					
Linominent	4-6					
	7-8 9-12		440	000	040	intervalue O indian about effect years 40 in Ond years and OA in Ond ye
	Total Enrolled		116 116	232 232	348 348	inlcudes 8 indep study first year, 16 in 2nd year and 24 in 3rd yr
ADA %						
	4-6		96%	96%		current ADA at K-8 runs over 97%
	7-8 9-12		96% 96%	96% 96%	96% 96%	
	Average		96%	96%	96%	
ADA						
ADA	4-6					
	7-8		444.00			
	9-12 Total ADA		111.36 111.36	222.72 222.72		
Local Contro	l Funding					
8012	Education Protection Account	<u>-</u>	22,272	44,544		LCFF calculator v19.2b
8015 8096	Charter Schools General Purpose Entitlement - State Charter Schools in Lieu of Prop. Taxes		1,010,684 80,500	2,080,629 161,000	3,238,298	LCFF calculator v19.2b LCFF calculator v19.2b
0000	Charter Contools In Elea of Frop. Taxes					Edit Galdado Fixed
		-	1,113,456	2,286,173	3,546,614	
8100	Federal Revenue					
8181	Special Education - Entitlement			27,840	41,760	revenues until second year of membership
8182 8220	Special Education Reimbursement Child Nutrition Programs		12,000	15,960	21 227	based on 23.81% free/reduced lunch
0220	-					
	SUBTOTAL - Federal Income	-	12,000	43,800	62,987	
8300	Other State Revenues					
8380	Special Ed		-	-	-	

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	=	2018-2019	2019-2020	2020-2021	2021-2022	
		start up/planning budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
8381	Special Education - Entitlement (State)		58,130	116,259		Based on estimated El Dorado 18-19 rates not including 5% set aside and 5% EDCOE SELPA admin fee expensed obj code 5848 and
8520	Child Nutrition - State		1,980	2,970	3,950	mental health funding added
8560	State Lottery Revenue		16,147	32,294	48,442	\$145 x ada
	SUBTOTAL - Other State Income	-	76,257	151,523	261,782	
8600	Other Local Revenue					
8631 8632	Sales Sale of Publications		500 7,500	1,000 11,250	1,500 14 963) yearbook sales/ 33% increases due to enrollment
8634	Food Service Sales		33,000	66,000		First year of 50 meals sold a day/ then 50% increase in Yr 2; 33% in Yr 3
8636 8638	Uniforms Merchandise Sales		500	1,000	1,500	
8639	All Other Sales			.,	,,,,,	
8690 8693	Other Local Revenue Field Trips		3,000	3,990	5.307	33 % increases from yr to yr
	_		44,000	83,240	111,049	
	SUBTOTAL - Local Revenues	<u>-</u>	44,000	63,240	111,049	
8800 8801	Donations/Fundraising Donations - Parents	3,000	7,500	9,975	13 267	33% increases from yr/to yr
8802	Donations - Individual/Corporations	0,000	-	-	-	
8803 8804	Fundraising Fundraising - Fund Development		7,500	9,975	13,267	33% increases from yr/to yr
8811	Donations - Foundations	50,000	20,000	10,000	10,000	Donations from Inland Leaders Foundation with a \$30,000 commitment for the planning year and year 1.
8812 8813	School Defined Revenue 2 Donations - Board		-	-	-	
8850	Donations - temporarily restricted		-	-	-	
	SUBTOTAL - Fundraising and Grants	53,000	35,000	29,950	36,534	
TOTAL REV	ENUE -	53.000	1.280.713	2.594.686	4.018.965	
EXPENSES			-,,		.,,	
	on & Benefits					
1000	Certificated Salaries					
1100 1101	Teachers Salaries Teacher - Stipends		300,000 10,000	618,000 10,300	927,000 10,609	\$65,000 avg tchr salary with 4% cola each year in yr 2 and yr 3
1102	Teacher- Extra duty		1,000	1,030	1,061	
1103 1111	Teacher - Substitute Pay Teacher - Elective		2,800 15,000	5,600 15,450	8,400 15,914	Number of teachers times 5 absences times \$140 daily rate
1145	Teacher - Independent Study		10,500	20,000	30,000	Part time support
1148 1150	Teacher - Special Ed Teacher- Interventions		22,000 14,000	33,000 18,620	43,890 24,765	
1160	Teacher - Custom 2					
1170 1180	Teacher - Non core (during the day electives) Teacher - Custom 4		14,000	28,000	37,240	Part time non-core teacher at 3 hours a day for block schedule.
1190 1201	Teacher - Custom 5 Certificated Pupil Services Salaries		12,000	24,000	36,000) % of Director of Student services pro rated by enrollment
1202	Certificated SLP		6500	13,000		Part time Speech teacher support
1311 1930	Certificated Supervisor & Administrator Salaries Other Cert - Counselor	25,000 6,500	114,000 18,000	117,420 36,000		Exec Dir salaries and principal estimated as a pro rata share of total enrollment & 3 months of planning and part time counselor with increaeses for out years for more support
1000	_					
	SUBTOTAL - Certificated Employees	31,500	539,800	940,420	1,318,111	
Certificated 1100	Employees Summary Teachers Salaries		389,300	750,000	1,098,878	
1200	Certificated Pupil Support Salaries		12,000	24,000	36,000	
1300 1400	Certificated Supervisor & Administrator Salaries Certificated Bonuses & Extra Pay		114,000	117,420	120,943	
1900	Certificated Other Salaries		18,000	36,000	45,000	
	SUBTOTAL - Certificated Employees	- -	533,300	927,420	1,300,821	
2000	Classified Salaries					
2100 2101	Classified Instructional Aide Salaries Classified - Electives		10,000	12,000	18 000	increases due to increase need in supports and enrollment growth
2106	Classified - SPED aide		20,000	40,000	60,000	
2200 2300	Classified Support Salaries Classified Supervisor & Administrator Salaries		22,500 7,000	23,175 14,000	23,870 21,000	IT support/ activities director support/ food service support/
2300	Classified Supervisor & Administrator Salaries		7,000	14,000	21,000	

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	-	2018-2019	2019-2020	2020-2021	2021-2022	
		start up/planning budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
2400	Classified Clerical & Office Salaries	10,750	57,000	58,710	60,471	3 months of planning time for clerical/One part time and one full time secretary first year/ extra help in second year and third
2904	Other Classified - Security/		10,000	10,300	10,609	
2911	Other Classified - Mental Health Specialists		6,000	12,000	18,000	
2930 2935	Other Classified - Maintenance/grounds Other Classified - Substitute		1,500	1,995	2.652	Facility lease provided
2935	_					33% increase for enrollment growth
	SUBTOTAL - Classified Employees	10,750	134,000	172,180	214,604	
Classified E	mployees Summary					
2100	Classified Instructional Aide Salaries		30,000	52,000	78,000	
2200 2300	Classified Support Salaries Classified Supervisor & Administrator Salaries		22,500 7.000	23,175 14.000	23,870 21.000	
2400	Classified Clerical & Office Salaries		57,000 57,000	58,710	60,471	
2600	Classified Bonuses & Extra Pay		-	-	-	
2900	Classified Other Salaries		17,500	24,295	31,262	
	SUBTOTAL - Classified Employees	-	134,000	172,180	214,604	
3000	Employee Benefits					
3100	STRS	5,128	98,783	179,620		adjusted based on new proposed rate schedule for STRS
3300	OASDI-Medicare-Alternative	1,279	18,078	26,808	35,530	
3400	Health & Welfare Benefits	3,250	75,600	138,600	194,040	6 full time FTEs at \$12,600 family benefit with 10 % increases and ft staff growth/ current average employee health benefit cost =\$6,149
3500	Unemployment Insurance	124	1,000	2,000		UST insurance costs
3600	Workers Comp Insurance	300	6,000	10,000		10% of current K-8 program
3700	Retiree Benefits- classified	323	1,710.00	1,761.30	1,814.14	
3915	Misc. Benefit Fees SUBTOTAL - Employee Benefits	10.404	500 201,672	1,000 359,789	1,500 499,643	
	30BTOTAL - Employee Belletits	10,404	201,672	339,769	455,043	
	enefits Summary					
3100	STRS	5,128	98,783	179,620	251,759	
3300 3400	OASDI-Medicare-Alternative Health & Welfare Benefits	1,279 3,250	18,078 75,600	26,808 138,600	35,530 194,040	
3500	Unemployment Insurance	124	1,000	2,000	3,000	
3600	Workers Comp Insurance	300	6,000	10,000	12,000	
	SUBTOTAL - Employee Benefits	10,081	201,672	359,789	499,643	
4000						
4100	Books & Supplies Approved Textbooks & Core Curricula Materials	20,000	27,792	49,226	50,660	\$412 per student costs each year with 3% cola/ core curriculum ordered in planning year to allow time for delivery
4200	Books & Other Reference Materials		7,308	14,616	21,924	increases in year 3 for ebooks and college books
4300	Materials & Supplies		22,000	43,848	65,772	1st year includes science lab materials and equipment
4315	Custodial Supplies					Provided in lease
4320 4325	Educational Software Instructional Materials & Supplies		7,800 5,400	12,500 7,182	44,000 9,552	Large increases to provide Online Course offerings in yr 3 and college fees
4326	Art & Music Supplies		2,000	2,660	3,538	
4330	Office Supplies	500	2,788	3,708	4,932	
4335	PE Supplies		2,000	2,660	3,538	
4340	Professional Development Supplies		820	1,091	1,450	
4345	Non Instructional Student Materials & Supplies		500 3,500	1,640	2,460	
4346 4351	Teacher Supplies Yearbook		3,500 7,500	4,655 9.975	6,191 13,267	
4400	Noncapitalized Equipment	500	5,645	7,508	9,985	
4410	Classroom Furniture, Equipment & Supplies	1,200	35,000	17,500	19,750	
4420	Computers (individual items less than \$5k)	1500	40,600	36,750	36,750	
4423 4430	IT Equipment Non Classroom Related Furniture, Equipment & Suppli	7500	1,600 2,500	1,600 1,700	1,750 1,900	
4700	Food	100	2,500 500	550	625	
4710	Student Food Services		35,960	67,280	93,960	
4720	Other Food		1,692	2,250	2,993	
4999	4000 series 1099 reimbursable expenses					
	SUBTOTAL - Books and Supplies	31,200	212,905	288,899	394,997	
Books & Su 4100	pplies Summary Approved Textbooks & Core Curricula Materials	20,000	27,792	49,226	50,660	
4200	Books & Other Reference Materials	20,000	7,308	14,616	21,924	
4300	Materials & Supplies	500	54,308	89,919	154,700	
4400	Noncapitalized Equipment	10,700	85,345	65,058	70,135	
4700	Food	-	38,152	70,080	97,578	

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		2018-2019	2019-2020	2020-2021	2021-2022	
		start up/planning budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
	SUBTOTAL - Books and Supplies	31,200	212,905	288,899	394,997	
5000	Services & Other Operating Expenses					
5200	Travel & Conferences		500	665	884	
5210	Conference Fees		1,200	1,596	2,123	
5215	Travel - Mileage, Parking, Tolls		100	133	177	
5220	Travel and Lodging		500	665	884	
5221	Student Parking			-	-	
5223	Facility & Staff Parking			-	-	
5225	Travel - Meals & Entertainment		100	133	177	
5300	Dues & Memberships		1,200	1,596		CCSA membership
5310	Subscriptions		750	998	1,327	
5400	Insurance		5,400	7,182	9,552	
5500	Operations & Housekeeping			-	-	
5510	Utilities - Gas and Electric				-	part of rental agreement
5515	Janitorial, Gardening Services & Supplies			-	-	part of rental agreement
5520 5525	Security			-	-	and of control organization
	Utilities - Waste					part of rental agreement
5530 5535	Utilities - Water Utilities - All Utilities					part of rental agreement
5605	Equipment Leases		3,600	4,788	6,368	
5610	Rent		89,076	182,894		8% of LCFF based on lease agreement with church
5611	Prop 39 Related Costs		09,070	102,094	203,729	076 Of EGT F based on lease agreement with charcin
5615	Repairs and Maintenance - Building	12,500	7,500	9,975	13,267	
5616	Repairs and Maintenance - Computers	12,000	1,000	1,330	1,769	
5617	Repairs and Maintenance - Other Equipment		3,500	4,655	6,191	
5625	Storage		500	665	884	
5800	Other Services & Operating Expenses		1,000	1,330	1,769	
5805	Administrative Fees		.,	-	-	
5806	Assemblies		1,600	2,128	2,830	
5809	Banking Fees	50	500	665	884	
5812	Business Services	1,100	2,200	2,926	3,892	
5815	Consultants - Instructional		750	2,300	7,500	
5824	District Oversight Fees		11,135	14,809	19,696	
5830	Field Trips Expenses		7,500	9,975	16,000	
5836	Fingerprinting	300	300	399	531	
5839	Fundraising Expenses		300	399	531	
5845	Legal Fees	2500	2,500	3,325	4,422	
5848	Licenses and Other Fees		2,906	7,205		SELPA admin fee
5851	Marketing and Student Recruiting	1800	500	665	884	
5857	Payroll Fees		3,500	4,655	6,191	
5860	Printing and Reproduction	500	1,200	1,596	2,123	
5863	Professional Development		1,000	1,330	3,700	
5869	Special Education Contract Instructors		5,400	17,000	24,000	
5875	Staff Recruiting	500	500	665	884	
5877	Student Activities		1,200	1,596	2,123	
5878	Student Assessment		3,200	4,256	5,660	Contract curve equipme
5880	Student Health Services	=00	7,800	10,374		
5881	Student Information System	500	650	865	1,150	Aeries fees under current ILCS license.
5887 5893	Technology Services	1750	3,500 1,500	4,655 1,995	6,191 2,653	
5893 5896	Transportation - Student Internet/Website consulting		1,500 1,200	1,995 1,596	2,653 2,123	
5896 5899	Miscellaneous Operating Expenses	250	750	1,596	1,327	
5899 5900	Communications	۷.50	360	998 479	1,327	
5905	Communications Communications - Cell Phones		1,200	1,596	2,123	
5910	Communications - Cell Friories Communications - Internet / Website Fees	1400	1,200	1,596	2,123	
5915	Postage and Delivery	250	500	665	884	
5920	Communications - Telephone & Fax		1,200	1,596	2,123	
			-,	.,	-,	
	SUBTOTAL - Services & Other Operating Exp.	23,400	181,978	320,912	480,841	·
6000	Capital Outlay					
6100	Sites & Improvement of Sites			_	_	Sprinkler system depreciated for 5 years as leashold improvement (see object code 6900)
6200	Buildings & Improvement of Buildings			15,000	18,000	
6500	Equipment Replacement		-	-	7,500	
					,	
	SUBTOTAL - Capital Outlay	-	-	15,000	25,500	
TOTAL EXP	ENSES	107,254	1,270,354	2,097,200	2,933,695	

Depreciation Calculation

12/10/2018 4 of 5

		2018-2019	2019-2020	2020-2021	2021-2022	
		start up/planning budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
6900	Total Depreciation (includes Prior Years)		30,000	30,000	30,000	Depreciation of \$150,000 facility improvements in planning and Year 1.
TOTAL EX	PENSES including Depreciation	107,254	1,300,354	2,112,200	2,938,195	

12/10/2018 5 of 5

Planning year and Year 1 cash flow

		Planning year	July	August	Sept	October	Nov	Dec	January	February	March	April	May	June	Forecast	AR/AP
Beginning	g Cash from ILCS	500,000	446,069	325,950	154,468	445,554	366,703	283,681	382,583	305,129	222,107	246,502	270,831	289,591		
Revenues																
	Local Control															
	State Aid				373,953			181,923			90,962	90,962	90,962	90,962	1,010,684	90,962
	EPA					5,568			5,568			5,568			22,272	5,568
	Property Tax			4,830	9,660	6,440	6,440	6,440	6,440	6,440	11,269	5,634	5,634	5,634	80,500	5,638
	Federal Income						1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000	2,400
	State Income						198	198	198	198	11,824	11,824	11,824	11,824	76,257	28,169
	Local Revenues				4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	44,000	0
	Fundraising & Grants	53,000	10,000			1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	35,000	10,000
	Total Revenue	53,000	10,000	4,830	388,013	18,075	13,905	195,828	19,473	13,905	121,321	121,255	115,687	115,687	1,280,713	142,737
Expenses																
	Certificated Salaries	31500	4,167	47,598	47,598	47,598	47,598	47,598	47,598	47,598	47,598	47,598	47,598	47,598	539,800	12,050
	Classified Salaries	10750		12,182	12,182	12,182	12,182	12,182	12,182	12,182	12,182	12,182	12,182	12,182	134,000	0
	Employee Benefits	\$10,081	625	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	201,672	22,786
	Books & Supplies	31200	85,162	85,162	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776		212,905	-9,400
	Services & Other	23400	15,165	15,165	15,165	15,165	15,165	15,165	15,165	15,165	15,165	15,165	15,165	15,165	181,978	0
	Capital Outlay	0	25,000												0	-25,000
	Total Expenses	106,931	130,118	176,313	96,926	96,926	96,926	96,926	96,926	96,926	96,926	96,926	96,926	91,151	1,270,354	436
	Operating Cash Inflow (Outflow)	-53,931	-120,118	-171,483	291,087	-78,852	-83,022	98,902	-77,454	-83,022	24,395	24,328	18,760	24,536	10,359	
	Accounts Receivable															
	Line of Credit (Wells Fargo)															
Ending Ca	nsh	446,069	325,950	154,468	445,554	366,703	283,681	382,583	305,129	222,107	246,502	270,831	289,591	314,127		

Year 2 Cash Flow

		July	August	Sept	October	Nov	Dec	January	February	March	April	May	June	Forecast	AR/AP
		July	August	зері	October	NOV	Dec	January	reblualy	iviaicii	Арііі	iviay	Julie	roiecast	ANJAF
Beginning	Cash from ILCS	314,127	456,102	272,030	344,216	320,035	286,577	354,300	331,978	298,520	437,502	577,783	702,890		
Revenues															
	Local Control														
	State Aid	50,534	50,534	269,750	90,962	90,962	177,940	90,962	90,962	233,605	233,605	233,605	233,605	2,080,629	233,605
	EPA				11,136			11,136			11,136			44,544	11,136
	Property Tax		4,830	30,554	6,440	6,440	16,605	6,440	6,440	27,748	13,874	13,874	13,874	161,000	13,882
	Federal Income					1,596	1,596	1,596	1,596	7,164	7,164	7,164	7,164	43,800	8,760
	State Income		3,813	3,813	6,863	7,126	11,163	7,126	7,126	10,047	14,083	10,047	10,047	151,524	60,270
	Local Revenues			8,324	8,324	8,324	8,324	8,324	8,324	8,324	8,324	8,324	8,324	83,240	(
	Fundraising & Grants			2,995	2,995	2,995	2,995	2,995	2,995	2,995	2,995	2,995	2,995	29,950	(
	Total Revenue	50,534	59,177	315,436	126,720	117,443	218,623	128,579	117,443	289,882	291,181	276,008	276,008	2,594,687	327,653
Expenses															
	Certificated Salaries	9,785	73,301	73,301	73,301	73,301	73,301	73,301	73,301	73,301	73,301	73,301	73,301	940,420	124,324
	Classified Salaries		15,653	15,653	15,653	15,653	15,653	15,653	15,653	15,653	15,653	15,653	15,653	172,180	(
	Employee Benefits	1,468	26,439	26,439	26,439	26,439	26,439	26,439	26,439	26,439	26,439	26,439	26,439	359,789	67,493
	Books & Supplies		101,115	101,115	8,765	8,765	8,765	8,765	8,765	8,765	8,765	8,765	8,765	288,899	7,784
	Services & Other	26,743	26,743	26,743	26,743	26,743	26,743	26,743	26,743	26,743	26,743	26,743	26,743	320,912	(
	Capital Outlay	13,300												15,000	1,700
	Total Expenses	51,295	243,250	243,250	150,901	150,901	150,901	150,901	150,901	150,901	150,901	150,901	150,901	2,097,200	201,300
	Operating Cash Inflow (Outflow)	-761	-184,073	72,186	-24,181	-33,458	67,722	-22,322	-33,458	138,982	140,280	125,108	125,108	497,487	
	Accounts Receivable	142,737													
	Line of Credit (Wells Fargo)	_ :=,: 07													
Ending Ca	sh	456,102	272,030	344,216	320,035	286,577	354,300	331,978	298,520	437,502	577.783	702,890	827,998		

Year 3 Cas	sh Flo	nw .														
			July	August	Sept	October	Nov	Dec	January	February	March	April	May	June	Forecast	AR/AP
Beginning	g Cash	n from ILCS	827,998	1,182,521	975,360	1,012,015	959,039	892,584	938,887	889,137	822,683	1,139,028	1,460,642	1,757,479		
Revenues																
	Loca	l Control														
		State Aid	104,031	104,031	285,251	90,962	90,962	185,481	90,962	90,962	439,131	439,131	439,131	439,131	3,238,298	439,131
		EPA				16,704			16,704			16,704			66,816	16,704
		Property Tax		9,660	40,214	12,880	12,880	23,045	12,880	12,880	39,017	19,508	19,508	19,508	241,500	19,520
	Fede	eral Income		1,392	1,456	2,506	6,998	6,998	6,998	6,998	8,939	8,939	8,939	8,939	62,987	-6,113
	State	e Income		5,813	4,915	10,463	9,197	17,271	9,197	9,197	15,750	23,823	15,750	15,750	261,782	124,656
	Loca	l Revenues			11,105	11,105	11,105	11,105	11,105	11,105	11,105	11,105	11,105	11,105	111,049	0
	Fund	draising & Grants			3,653	3,653	3,653	3,653	3,653	3,653	3,653	3,653	3,653	3,653	36,534	0
	Tota	l Revenue	104,031	120,896	346,594	148,273	134,795	247,552	151,499	134,795	517,595	522,864	498,086	498,086	4,018,965	593,898
Expenses																
	Cert	ificated Salaries	10,079	100,739	100,739	100,739	100,739	100,739	100,739	100,739	100,739	100,739	100,739	100,739	1,318,111	199,899
	Class	sified Salaries		12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	214,604	74,073
	Emp	loyee Benefits	1,512	36,223	36,223	36,223	36,223	36,223	36,223	36,223	36,223	36,223	36,223	36,223	499,643	99,674
	Book	ks & Supplies		138,249	120,131	11,441	11,441	11,441	11,441	11,441	11,441	11,441	11,441	11,441	394,997	33,648
	Serv	rices & Other	40,070	40,070	40,070	40,070	40,070	40,070	40,070	40,070	40,070	40,070	40,070	40,070	480,841	0
	Capi	ital Outlay	25,500												25,500	0
	Tota	l Expenses	77,160	328,057	309,939	201,249	201,249	201,249	201,249	201,249	201,249	201,249	201,249	201,249	2,933,695	407,294
	Ope	rating Cash Inflow (Outflow)	26,871	-207,161	36,655	-52,977	-66,454	46,303	-49,750	-66,454	316,345	321,614	296,837	296,837	1,085,270	
		- '			-			-	-	-	-	-			-	
	Acco	ounts Receivable	327,652													
	Line	of Credit (Wells Fargo)														
Ending Ca	eh		1,182,521	975 360	1,012,015	959.039	892,584	938,887	889,137	822 683	1,139,028	1 460 642	1 757 479	2 054 316		

BUSINESS LOAN AGREEMENT

Principal \$500,000.00	I.loan Date 12-03-201'8	Loan No	Call / Coll	Account	,Officer, . !105	Initials
References in the		onli.' and do not limit the			rticular loan or	item.

Borrower:

Inland Leaders Charter Schools (a California Nonprofit Public Benefit Corporation)

12375 California S1reet Yucaipa, CA 92399 Lender:

The Bank of Hemet, a California corporation

3715 Sunnyside **0ri11e** Riverside, **CA 92506** (951) 248-2000

THIS BUSINESS LOAN AGREEMENT dated December 3, 2018, is made and executed between Inland Leaders Charter Schools (a California Nonprofit Public Benefit Corporation) ("Borrower") and The Bank of Hemet, a California corporation ("Lender") on the following terms and conditions. Borrower has received prior commercial loans from Lender or has applied to Lender for a commercial loan or loans or other financial accommodations, including those which may be described on any exhibit or schedule attached to this Agreement. Borrower understands and agrees that: (A) in granting, renewing, or extending any Loan, Lender is relying upon Borrower's representations, warranties, and agreements as set forth in this Agreement; (B) the granting, renewing, or extending of any Loan by Lender at all times shall be subject to Lender's sole Judgment and discretion; and (C) all such Loans shall be and remain subject to the terms and conditions of this Agreement.

TERM. This Agreement shall be effective as of December 3, 2018, and shall continue in full force and effect until such time as all of Borrower's Loans in favor of Lender have been paid in full, including principal, interest, costs, expenses, attorneys' fees, and other fees and charges, or until such time as the parties may agree in writing to terminate this Agreement.

ADVANCE AUTHORITY. The following person or persons are authorized to request advances and authorize payments under the line of credit until Lender receives from Borrower, at Lender's address shown above, written notice of revocation of such authority: Michael D. Gordon, President/CEO of Inland Leaders Charter Schools (a California Nonprofit Public Benefit Corporation).

CONDITIONS PRECEDENT TO EACH ADVANCE. Lender's obligation to make the Initial Advance and each subsequent Advance under this Agreement shall be subject to the fulfillment to Lender's satisfaction of all of the conditions set forth in this Agreement and in the Related Documents.

Loan Documents. Borrower shall provide to Lender the following documents for the Loan: (1) the Note; (2) Security Agreements granting to Lender security Interests in the Collateral; (3) financing statements and all other documents prefecting Lender's Security Interests; (4) evidence of insurance as required below: (5) together with all such Related Documents as Lender may require tor the Loan; all in form and substance satisfactory to Lender and Lender's counsel.

Borrower's Authorization. Borrower shall have provided h form and substance satisfactory to Lender properly certified resolutions, duly authorizing the execution and delivery of this Agreement, the Note and the Related Documents. In addition, Borrower shall have provided such other resolutions, authorizations, documents and Instruments as Lender or its counsel, may require.

Payment of Fees and Expenses. Borrower shall have paid to Lender all fees, charges, and other expenses which are then due and payable as specified in this Agreement or any Related Document.

Representations and Warranties. The representations and warranties set forth In this Agreement, in the Related Documents, and in any document or certificate delivered to Lender under this Agreement are true and correct.

No Event of Default. There shall not exist at the time of any Advance a condition which would constitute an Event of Default under this Agreement or under any Related Document.

REPRESENTATIONS AND WARRANTIES. Borrower represents and warrants to Lender, as of the date of this Agreement, as of the date of each disbursement of loan proceeds, as of the date of any renewal, extension or modification of any Loan, and at all times any Indebtedness exists:

Organization. Borrower is a non-profit corporation which is, and at all times shall be, duly organized, validly existing, and in good standing under and by virtue of the laws of the State of California. Borrower is duly authorized to transact business in all other slates in which Borrower is doing business, having obtained all necessary fillings, governmental licenses and approvals for each state in Which Borrower is doing business. Specifically, Borrower is, and at all times shall be, duly qualified as a foreign corporation in all stales in which the failure to so qualify would have a material adverse effect on its business or financial condition. Borrower has the full power and authority to own its properties and to transact the business in which it is presently engaged or presently proposes to engage. Borrower maintains an office at 12375 California Street. Yucaipa, CA 92399. Unless Borrower has designated otherwise in writing, the principal office is the office at which Borrower keeps its books and records including its records concerning the Collateral. Borrower will notify Lender prior to any change in the location of Borrower's state of organization or any change h Borrower's name. Borrower shall do all things necessary to preserve and to keep h full force and effect its existence, rights and privileges, and shall comply with all regulations. rules, ordinances, statutes, orders and decrees of any governmental or quasi-governmental authority or court applicable to Borrower and Borrower's business activities.

Assumed Business Names. Borrower has filed or recorded all documents or filings required by law relating to all assumed business names used by Borrower. Excluding the name of Borrower, the following is a complete list of all assumed business names under which Borrower does business: None.

Authorization. Borrower's execution, delivery, and performance of this Agreement and all the Related Documents have been duly authorized by all necessary action by Borrower and do not conHict with, result h a violation of, or constillute a default under (1) any provision of (a) Borrower's articles of Incorparation or organization, or bylaws. or (b) any agreement or other instrument binding upon Borrower or (2) any law, governmental regulation, court decree, or order applicable to Borrower or to Borrower's properties.

Financial Information. Each of Borrower's financial statements supplied to Lender truly and completely disclosed Borrower's financial condition as of the date of the statement, and there has been no material adverse change in Borrower's financial condition subseQuent to the date of the most recent financial statement supplied to Lender. Borrower has no material contingent obligations except as disclosed in such financial statements.

Legal Effect. This Agreement constitutes, and any instrument or agreement Borrower is required to give under this Agreement when delivered will constitute legal, valid, and binding obligations of Borrower enforceable against Borrower in accordance with their respective terms.

Properties. Except as contemplated by this Agreement or as previously disclosed in Borrower's financial statements or in writing to Lender and as accepted by Lender, and except for property tax liens for taxes not presently due and payable, Borrower owns and has good title to all of Borrowe_r's properties free and clear of all Security Interests, and has not executed any security documents or financing statements relating to such properties. All of Borrower's properties are tilled in Borrower's legal name, and Borrower has not used or filed a financing

INLAND LEADERS CHARTER SCHOOLS Section 5: Budget/Financial

Inland Leaders Charter School Financial Policies and Procedures

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure and accounting for public funds. These Policies and Procedures may need to be modified as the School continues to develop.

PURCHASES

- All purchases of goods and services shall be consistent with the approved budget. These purchases shall not require Board approved/executed contracts, with the exception of professional consulting services in total annual amounts greater than \$10,000.
- Contracts
 - All professional consulting services shall be provided for under a consulting agreement.
 - b. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. In general, contracts exceeding \$10,000 shall be let after a bidding process of sufficient duration to ensure competition. However, the Director may make a finding to the Board for sole sourcing a contract exceeding \$10,000; in this case, the Board may approve the contract in arrears at the time of contract execution.
 - c. Bid tabulations shall be presented to the Board along with a recommendation for action. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.
- 3. Invoices
 - a. Invoices under \$5,000 must be approved by the Director.
 - Invoices of \$5,000 or more must be approved by the Director and one of the following authorized positions: Board Treasurer or Board Chairman
- 4. Credit Card Usage: The use of School credit cards shall only be allowed to support necessary purchases. Credit card limits should not exceed \$30,000. The following procedures need to be followed in regards to credit card purchases:

The following limits apply to the positions listed: Executive Director: \$30,000 / one item: \$15,000 Other school administrators (principals/ directors): \$5,000

Inland Leaders Board Policy: Section 5.1

Adopted: 7-7-07

Amended: 3-17-08; 08-26-13; 08-17-15; 07-18-16; 12-5-16;

1-31-17; 3-23-17; 4-24-17

INLAND LEADERS CHARTER SCHOOLS Section 5: Budget/Financial

Business Manager: \$30,000/ one item: \$15,000 Lead Purchaser: \$30,000/ one item: \$10,000

Student Activities Coordinator: \$2,500/ one item: \$1,500

Lead Custodian: \$1000/one item: \$300

- --All credit card purchases over \$5,000 require prior approval by the Executive Director and one other board member registered as a bank signer.
- --All credit card purchases need to retain original receipts to verify the purchase.
- --If an original receipt is lost, then a "Missing Receipt" form is filled out and must be reviewed and approved by the Board Treasurer.
- --All purchases will be reviewed by the Board Chairman or Board Treasurer to monitor appropriate use of the cards.
- --All balances on the credit cards need to be paid in full each month to eliminate any finance charges.
- Employee Reimbursements: Business use of cell phones shall be reimbursed. Under no circumstances shall alcohol be reimbursed for Business meal reimbursements. Employee reimbursements require prior authorization by the Director for the purchase of items in excess of \$50 or a total reimbursement exceeding \$150.
- Personal Use of School Funds: Use of School funds for personal use is absolutely prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal from the Board.

BANKING

- General Checking Account
 - a. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments.
 - The Board shall authorize any commercial loans or lines of credit to support school projects and operations including the start-up of any new charter school operated by ILCS.
 - c. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the Director, Board Chairman, or Board Treasurer. Checks above \$5,000 must be signed by two authorized signatories.
 - d. A petty cash account shall be set up through the local bank to support the School cash needs. A total limit of \$1,000 shall be used and distributed amongst the campuses. It must be stored in a locked box and money will be reconciled monthly by Business Clerks with oversight by Business Manager. Director approves all

Inland Leaders Board Policy: Section 5.1

Adopted: 7-7-07

Amended: 3-17-08; 08-26-13; 08-17-15; 07-18-16; 12-5-16;

1-31-17; 3-23-17; 4-24-17

INLAND LEADERS CHARTER SCHOOLS Section 5: Budget/Financial

Petty Cash Reimbursement receipts and Petty Cash Reconciliations monthly.

TRAVEL POLICIES

- Employee Mileage Reimbursement
 - a. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for pre-approved business related travel. In addition, parking fees and tolls paid are reimbursable if supported by receipts.
 - b. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

OTHER PRACTICES

- Budget Adoption: A balanced budget shall be adopted by the Board of Trustees of Inland Leaders Charter School no later than June 30 prior to the start of each new fiscal year. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.
- Audit
 - a. An annual audit by an outside firm shall be performed each year on the close of the prior year's books. The audit shall be performed in advance of the December 15 statutory audit deadline. The audit shall include, but not be limited to, (1) an audit of the accuracy of School's financial statements, (2) an audit of the School's attendance accounting and revenue claims practices, and (3) an audit of the School's internal controls practices.
 - b. If the School receives over \$300,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit firm shall be on the State approved list of school auditors.
 - At the conclusion of the audit, School Administration will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.
- Board Meetings: The Board shall review monthly financial statements (cash flow, and profit & loss) at monthly Board meetings. The Board shall also review and approve the monthly check registers from the General Checking Account.
- Conflict of Interest: Any Board member with a financial interest in a matter presented to the Board, shall fully disclose such interest prior to Board

Inland Leaders Board Policy: Section 5.1

Adopted: 7-7-07

Amended: 3-17-08; 08-26-13; 08-17-15; 07-18-16; 12-5-16;

1-31-17; 3-23-17; 4-24-17

INLAND LEADERS CHARTER SCHOOLS Section 5: Budget/Financial

discussion on the issue and shall excuse themselves from the discussion and voting on the matter. The Board shall develop a more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Government Code 1090 and the Fair Political Practices Act.

Payroll

- a. New Employees: Requests for new employees shall be initiated by Administration and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law. Fingerprint clearance must be received by the School before any employee may start work.
- b. Employees shall accrue vacation and sick leave time based on the personnel policy of Inland Leaders Charter School. Employees shall be required to provide at least two weeks advanced notice to supervisors for a vacation request.
- Timekeeping (for hourly staff): The Director shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.
- d. Authorized timesheets shall be collected and processed by the Business Department. The processing of payroll shall follow all Federal and State Labor Laws requirements.
- Independent Contractors: The School shall only engage independent contractors if all of the following practices are followed:
 - The expense is within the approved budget or separately authorized by the Board;
 - The contractor provides proof of adequate insurance if necessary for the type of work being contracted;
 - IRS rules are followed regarding classification of staff as contractors versus employees; and
 - Independent Contractors involved with consistent direct contact of students will also be fingerprinted and TB tested before they start work
 - e. The work is done under contract.

7. Capitalization and Depreciation:

The School will capitalize and depreciate all assets according to the schedule and categories listed below. All other assets are charged to expense in the year incurred.

Inland Leaders Board Policy: Section 5.1

Adopted: 7-7-07

Amended: 3-17-08; 08-26-13; 08-17-15; 07-18-16; 12-5-16;

1-31-17; 3-23-17; 4-24-17

INLAND LEADERS CHARTER SCHOOLS Section 5: Budget/Financial

All assets benefiting future periods by the following:

- -Leasehold Improvements costing \$15K or more depreciated over the life of the lease or maximum of 5 years
- -Furniture & Equipment costing \$5K or more (per item) depreciated over the estimated life of the equipment or maximum of 5 years.
- -Building and Land Improvements costing \$15K or more will be depreciated from 10 to 30 years depending on estimated life of the improvement.

Land is not depreciated

Capitalized assets are recorded at cost and depreciated under the straightline method over their estimated useful lives.

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

8. Disposal of Surplus Property and Donations:

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential donee organizations shall include: (1) the donee organization is fully independent of the School, with none of the School's Board members or key personnel involved in the donee organization; and (2) the donee organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the donee organization for the donated property, and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

Property Acquired with Federal Grant Funds
If the property in question cost \$5,000 or more at the time of acquisition
and was acquired with federal grant funds, the School shall notify the
federal contract administrator prior to donating or disposing of such
property as provided above.

Inland Leaders Board Policy: Section 5.1

Adopted: 7-7-07

Amended: 3-17-08; 08-26-13; 08-17-15; 07-18-16; 12-5-16;

1-31-17; 3-23-17; 4-24-17

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Business and Development Specialists for Charter Schools

www.edtec.com

STATEMENT OF WORK #6 by and between EdTec Inc. and Inland Leaders

Reference:	Master Services Agreement dated December 11, 2006, by and between EdTec Inc. ("EdTec") and Inland Leaders ("Client" or "IL" or "school").
Term:	July 1, 2013 through June 30, 2014 (the "Term").
Scope of Services:	This SOW is subject to the prior or contemporaneous execution by IL and EdTec of SOW #5 with respect to the use by IL of the web-based EdTec School Portal service as contemplated by SOW #5.
	EdTec to provide the following services for the Term, as requested by IL and subject to staff availability.
	1. PAYROLL BEST PRACTICES TRAINING
	EdTec to provide IL with supplemental training consisting of back-office operations best practices advice in the following areas:
	Payroll Setup, Changes and Processing
	2. BACK-OFFICE CONSULTING EdTec to provide IL with supplemental back-office consulting, consisting of the following: Client Manager: Budgeting, Forecasts, Cash Flow Assistance Customized Financial Analysis, Financial Issues Advice / Assist Government Financial Reporting Advice / Assist
	o Miscellaneous Business Consulting
	Accounting Specialists
	o Review & Assist with Month-End Close, Identify Issues
	o Troubleshooting Issues, Ad Hoc Support / Q&A
	o Audit Schedule and Reconciliation (year-end accruals, deferred revenues, etc.)
	Payroll Specialist:
	o Ad Hoc Support / Q&A
Excluded Services:	Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Service include, but are not limited to, outside legal costs, computer installation and support, purchasing of items or of curriculum materials, printing and graphic arts grant-writing or fundraising, hiring and associated legal requirements (e.g. background checks, credential reviews) and recordkeeping, meetings with outside background checks, credential reviews) and recordkeeping, meetings with outside the printing of the property background checks, credential reviews and recordkeeping.
	parties (e.g., the Board or District) beyond those meetings required to accompliant the board or District) beyond those meetings required to accompliant to the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings are the Board or District beyond those meetings required to accompliant to the Board or District beyond those meetings are the Board or District beyond

EdTec Inc. ▼ 1410A 62nd Street, Emeryville, CA 94608 ▼ Phone: 510.663.3500 ▼ Fax: 510.663.3503

Statement of Work #6 by and between EdTec Inc. and Inland Leaders Page 2 of 3, July 1, 2013

	the included services, Special Ed administration, testi with NCLB, compliance with government grant requi accounting, and other outside professional services cos	sts.
Compensation:	Supplemental Services for July 1, 2013 – June 30, 20, 75 hours of supplemental support at the discount \$100/hour. Supplemental Services fees are invoiced performed.	214: EdTec will provide up to ted blended hourly rate of monthly, as the services are
	 Ad Hoc Hourly Supplemental Support for Jul excess of the seventy-five (75) support hours p the following discounted hourly rate table: 	y 1, 2013 – June 30, 2014, in rovided above, is available at
	o Administrative Support: o Accounts Payable Specialist: o Payroll or Accounting Specialist: o Attendance Data Specialist: o Business Manager:	\$50/hour \$75/hour \$90/hour \$115/hour \$140/hour
	 Consulting: Should you desire additional service we would be pleased to provide these, subdiscounted fee of \$140/hour (travel time is be Typical additional services that are not in writing, charter writing and the implementation computerized Student Information System normal phone, copying and incidental coninclude mileage reimbursement for travel, or pre-approved out-of-pocket expenses. Fee Increases: EdTec reserves the right under this Statement of Work by up to 5% up Term and each Renewal Term. EdTec will princrease at least thirty days prior to the exthen-current Renewal term, as applicable. Payment Terms: All fees payable to EdTe within thirty (30) days of the date of invoice suspend the provision of Services in the eventure. 	wernight delivery charges and to increase the fees payable to increase the
School Obligations:	EdTec's services will assist with the operations of obut do not include auditing Client's provided in completeness and compliance. It is Client's responses to the compliance with all applicable rules and regulatic operations. In order to fulfill the scope of services de Client to provide timely, accurate and complete reasonably with EdTec. Furthermore, Client must in material change that could affect EdTec's ability and to assist Client in complying with all applicable	insibility to adopt and adhere to insure the school remains it inso and maintains sound fisce escribed herein, EdTec relies of information, and to cooperat inmediately inform EdTec of an to complete its responsibilities

Statement of Work #6 by and between EdTec Inc. and Inland Leaders Page 3 of 3, July 1, 2013

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Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, (b) if Client does not open by September 30, 2013, or (c) upon any revocation of Client's charter. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.

EDTEC INC.	INLAND LEA	ADERS 1
By: Jon (flowing)	Ву:	M Col
Name: Steve Campa	Name:	Exer Director
Title: President & CEO	Title:	7-1-2013
Date:	Date:	1)375 California Jt.
1410A 62 rd Street Emeryville, CA 94608	Address:	Tuzzios CA 92399
Fax: 510.663.3503	Phone:	909-446-1100

Fax:

EdTec Client

EdTec Inc. V 1410A 62rd Street, Emeryville, CA 94608 V Phone: 510.663.3500 V Fax: 510.663.3500



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Prepared for:

Inland Leaders Charter School Paychex PremierTM HR

Your On-Site HR support 73 employees paid semi monthly 4\$2,303 per month \times (2 = 27,636.00

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APPENDIX U- FACILITIES



Superintendent Binks, and Honorable Members of the Yucaipa-Calimesa Joint Unified School District Broad of Trustees

December 11, 2018

Please be advised that the Members, Pastors and Elders of Grace Point Fellowship Church fully support the opening of an additional public high school in our community. In that regard, we have been approached by representatives of Inland Leaders Charter Schools to house an innovative small public charter high school, grades nine through twelve, in the Family Life Building on our church campus. We agree to their proposal and are in the final stages of completing a preliminary five year lease with ILCS.

The Family Life Building is a two story, approximately 24,000 square foot concrete structure, with excellent access and large classrooms. It is ideal for the high school program planned to open next school year with freshman, then expand year by year to all four years of high school.

We understand that the authority to authorize the opening of the school rests with the YCJUSD Board and that the school's petition review process will soon be underway. The lease between Grace Point Fellowship and ILCS is, of course, contingent upon that authorization and we have received from ILCS a draft copy of a proposed lease.

Thank you,

Jim Hair

Chairman, Board of Elders

Grace Point Fellowship Church Yucaipa



Grace Point Fellowship Church

34784 Yucaipa, Blvd. Yucaipa, CA. 92399

Phone: (909) 790-1971 Fax: (909)797-5062 E-Mail: reception@gpfyucaipa.prg Web: gpfyucaipa.org

December 11, 2018

Dear Yucaipa School Board:

I'm writing to express to you our church's robust support of the petition for a new Inland Leaders Charter High School. While it goes without saying that our church stands to receive a financial gain from an approval, we wish to communicate that we also see the school as a solid gain for our community at large.

When educational institutions attract and develop students that one-day get deployed into society as highly educated, high-level leaders, everybody benefits and everybody wins. Everybody wins because well educated individuals and leaders who have integrity, go on to live lives of impact that create a catalytic ripple effect of positive influence. This influence touches individuals, families, workplaces, communities and churches in transformative ways. It is here, that Grace Point Church and the Yucaipa Unified School District find our common ground.

Grace Point Fellowship holds the conviction that a church should not just be in community for itself but in community, for the community. As you may or may not be aware, we have a long-standing reputation of living out this conviction through community events. For example, each year we hold a "Family Fun Fest" on Halloween. The event draws our community together for a safe and sweet, kid-friendly evening of "trunk or treat" and other great attractions. Also, our annual Christmas light show has become a community favorite. Hundreds of cars crammed with moms, dads, kids, family and friends make their way to our parking lot each December to take delight in our musically synchronized, dancing lights. This annual attraction has become so endearing to residents that for many it's become a type of "family pastime." In addition, last year we hosted the first ever, Easter "egg drop" which featured a helicopter hovering over our lawn that dare-fully (and carefully) dropped thousands of eggs before the eager and excited eyes of hundreds of kids in our community.

While our events are fun and effective at drawing a crowd, we recognize they are limited in that they offer community impact only a few times a year. Meanwhile, we are keenly aware that we are blessed with over 80,000 square feet of uptown facilities that remain mostly empty throughout the week (the vast majority of our ministry occurs only on Sundays and in the evenings). In light of this, it has been a prayer of ours that God would provide a way for us to use the buildings we've been blessed with, to the greater good of our community.

As mentioned, we are a church in community for the community. To this end, when Inland Leaders Charter School approached us, it seemed a natural fit, especially given the fact that our buildings were constructed with a school in mind. In fact, we used to operate a private school on our campus. It ceased operations in 2009. Given our history, we are already, by and large, outfitted with the space I.L.C.S. needs to get the high school started.

In addition to our ability to provide ample meeting space for over 400 students plus faculty, we're also excited to share that Grace Point has begun a half-a-million dollar facility makeover that incoming students would greatly benefit from. These improvements, which are already fully

funded, will include: a newly remodeled cafeteria, beautifully remodeled courtyard with a soothing water feature, comfortable outdoor seating, and an updated auditorium for leadership rallies. We are pleased to think that in addition to the top-shelf education your students would receive, they would also find themselves in on-campus environments that are nurturing to learning, leadership training and friendship development.

When I shared the idea of leasing our facilities to I.L.C.S in a meeting with our congregation, it was met with an engaging discussion and the kind of healthy inquiry one might expect. Yet, as our picture of the preferred future began to emerge, we found our dialogue producing a contagious excitement and enthusiasm.

We realize that a new high school comes with specific challenges, but I pray the enthusiasm we felt that night does not end in that single experience. Rather, we hope it will persevere, swell and result in the birth of another fine intuition of educational excellence. It is easy to see that the excitement of a new charter high school in Yucaipa is being felt among students, teachers and members of our community. It would be so amazing to see our excitement about this dream come to fantastic fruition tonight!

Admittedly, I am a pastor not a public school educator or administrator. I don't assume to see all the angles you see or know all of the challenges this decision poses to you. But having spent my life in spiritual development and as a fellow community leader, I can say with certainty that everyone benefits when students receive excellence in education and leadership development. Our families would benefit. Our community would benefit. Our churches would benefit and by extension, our world would benefit too.

For the greatest good,

Randy P. Balling

Lead Pastor of Grace Point Fellowship Church

DRAFT-Commercial Lease Agreement

December, 2018

This Commercial Lease Agreement ("Lease") is made and effective <u>January 1, 2019</u>, by and between Grace Point ("Landlord") and Inland Leaders Charter Schools ("Tenant").

Landlord is the owner of land and improvements commonly known and numbered as 34784 Yucaipa Blvd, Yucaipa, CA and legally described as the "church facility."

"Authorizer" is a public state agency that approves the charter petition and authorizes the charter school to operate.

Landlord makes available for lease the classroom space in the Building designated as the <u>Christian Education/Family Life Building.</u>

Some assembly areas will be occasionally available for school use to include, auditoriums, kitchens, outdoor meeting spaces or recreation areas. Tenant requires a minimum of 16 core classes as well as "elective classroom" space.

Landlord desires to lease the Leased Premises to Tenant, and Tenant desires to lease the Leased Premises from Landlord for the term, at the rental and upon the covenants, conditions and provisions herein set forth.

THEREFORE, in consideration of the mutual promises herein, contained and other good and valuable consideration, it is agreed:

1. <u>Term</u>.

A. Landlord hereby leases the Leased Premises to Tenant, and Tenant hereby leases the same from Landlord, for an "Initial Term" beginning January 1, 2019 and ending June 30, 2024. Landlord shall use its best efforts to give Tenant possession as nearly as possible at the beginning of the Lease term of January 1, 2019. If Landlord is unable to timely provide the Leased Premises, rent shall abate for the period of delay. Tenant shall make no other claim against Landlord for any such delay.

B. Tenant may renew the Lease for three extended terms of 2 years each. Tenant may exercise such renewal option by giving written notice to Landlord not less than ninety (90) days prior to the expiration of the Initial Term, or subsequent renewals. The renewal rental rate shall be negotiated year to year and otherwise upon the same covenants, conditions and provisions as provided in this Lease. Lease extension must be agreed upon by Landlord.

2. Rental.

A. Tenant shall pay to Landlord during the Initial Term rental of \$2,000 per month to reserve the facility as a retainer starting January 1, 2019 and ending June 30, 2019 based on the condition that the High School Charter petition is adopted and approved by the authorizer. The amount of \$2,000 will be provided retroactively for months owed to the

landlord once approval is granted. Starting in July of 2019 (if approved), the tenant will provide 8% of its Local Controlled Funding Formula (LCFF) funds monthly. Each installment payment shall be due in advance on the first day of each calendar month during the lease term to Landlord at the property location or at such other place designated by written notice from Landlord or Tenant. The rental payment amount for any partial calendar months included in the lease term shall be prorated on a daily basis. Tenant shall also pay to Landlord a "Security Deposit" in the amount of \$4,500 conditioned on approval of the high school by the local authorizer.

B. The rental for any renewal lease term permitted under this Lease shall be the annual amount negotiated per year, payable in 12 equal monthly installments on the first of each month of said renewal period.

3. <u>Use</u>

Notwithstanding the forgoing, Tenant shall not use the Leased Premises for the purposes of storing, manufacturing or selling any explosives, flammables or other inherently dangerous substance, chemical, thing or device outside of its educational purpose. Tenant has been granted use of specific classrooms (see Exhibit A: Map of Facilities to be Utilized) along with access to future classrooms within the facility as the school expands from 120 students to house a maximum of 500 students. Tenant does not have exclusive rights to the property and will submit facility use forms to Landlord when requesting facilities beyond the agreed space. The additional space used will be negotiated prior to each occurrence. The Tenant shall develop a calendar in coordination with Landlord to alleviate scheduling conflicts. Tenant recognizes its access to facilities is limited and staff members will not have 24-hour access as determined by Landlord. All Landlord activities take priority, and Tenant will respect the needs of the Landlord in the event that facilities must be used for Landlord functions; as shall the Landlord respect the need for Tenant to operate a sound educational institution in a consistently stable environment. In addition, any after-school clubs or activities that require the use of the facility will need approval from the Landlord to operate.

4. Sublease and Assignment.

Tenant shall have the right with Landlord's consent, to assign this Lease to an entity with which Tenant may merge or consolidate, to any subsidiary of Tenant, to any entity under common control with Tenant, or to a purchaser of substantially all of Tenant's assets. Except as set forth above, Tenant shall not sublease all or any part of the Leased Premises, or assign this Lease in whole or in part without Landlord's consent, such consent not to be unreasonably withheld or delayed.

5. Repairs.

A. Immediate Usage Expense. During the Lease term, Tenant shall make, at Tenant's expense, all necessary immediate repairs related to Tenants usage of the Leased Premises. Repairs shall include such items as routine repairs of floors, walls, ceilings, and other parts of the Leased Premises damaged or worn through normal occupancy. Exceptions are major mechanical, electrical or plumbing systems or the roof, subject to the obligations of the parties set forth elsewhere in this Lease.

6. Alterations and Improvements.

Tenant, at Tenant's expense, shall have the right following Landlord's consent to remodel, redecorate, and make additions, improvements and replacements of and to all or any part of the Leased Premises from time to time as Tenant may deem desirable, provided the same are made in a workmanlike manner, meeting all building codes, and utilizing good quality materials. Tenant shall have the right to place and install personal property, trade fixtures, equipment and other temporary installations in and upon the Leased Premises, and fasten the same to the premises. All personal property, equipment, machinery, trade fixtures and temporary installations, whether acquired by Tenant at the commencement of the Lease term or placed or installed on the Leased Premises by Tenant thereafter, shall remain Tenant's property free and clear of any claim by Landlord. Tenant shall have the right to remove the same at any time during the term of this Lease provided that Tenant shall repair all damage to the Leased Premises caused by such removal at Tenant's expense. Tenant will seek to improve areas of the facility in order to better perform its operations in conjunction with Landlord approval and provide safety to the staff and clients of the school. Such improvements would include the placement on the grounds of modular buildings at a site agreed to by the Church. Tenant may be required to remove said equipment at Landlord's request. Tenant agrees to pay a pro rata share of landscaping costs in the event that it is unable to provide its own services for additional landscaping added to the site by the school.

In addition, any repairs or alterations necessary for initial occupancy, as required, such as those related to safety, will be the Tenant's responsibility and expense.

7. Property Taxes.

Landlord shall pay, prior to delinquency, all general real estate taxes and installments of special assessments (if applicable) coming due during the Lease term on the Leased Premises, and all personal property taxes with respect to Landlord's personal property, if any, on the Leased Premises. Tenant shall be responsible for paying all personal property taxes with respect to Tenant's personal property at the Leased Premises.

8. <u>Insurance</u>.

A. If the Leased Premises or any other part of the Building is damaged by fire or other casualty resulting from any act or negligence of Tenant or any of Tenant's agents, employees or invitees, rent shall not be diminished or abated while such damages are under repair, and Tenant shall be responsible for the costs of repair not covered by insurance.

- B. Landlord shall maintain fire and extended coverage insurance on the Building and the Leased Premises in such amounts, as Landlord shall deem appropriate. Tenant shall be responsible, at its expense, for fire and extended coverage insurance on all of its personal property, including removable trade fixtures, located in the Leased Premises.
- C. Tenant and Landlord shall, each at its own expense, maintain a policy or policies of comprehensive general liability insurance with respect to the respective activities of each in the Building with the premiums thereon fully paid on or before due date, issued by and

binding upon some insurance company approved by Landlord, such insurance to afford minimum protection of not less than \$5,000,000 combined single limit coverage of bodily injury, property damage or combination thereof, with a company or companies rated B+ or better by Best's Insurance Guide. The policy of insurance shall be an occurrence form of policy and shall cover Tenant's company, use of and activities upon the Landlord's premises. Landlord shall be listed as an additional insured on Tenant's policy or policies of comprehensive general liability insurance, and Tenant shall provide Landlord with current Certificates of Insurance evidencing Tenant's compliance with this Paragraph. Tenant shall obtain the agreement of Tenant's insurers to notify Landlord that a policy is due to expire at least (10) days prior to such expiration. Landlord shall not be required to maintain insurance against thefts within the Leased Premises or the Building. The policy of insurances shall name Landlord as an additional Insured for all liability coverage and shall provide that Tenant's coverage is primary and that any similar insurance for or in the name of Landlord shall be excess and non-contributing.

9. Utilities.

Landlord shall pay all charges for water, sewer, gas, electricity, telephone and other services and utilities used by Tenant on the Leased Premises during the term of this Lease unless otherwise expressly agreed in writing by Landlord. In the event that Tenant requires additional "internet" services, the Tenant will be responsible for the cost incurred, including service charges by the carrier and hardware upgrades.

Tenant acknowledges that the Lease Premises are designed to provide educational use and does not expect to use devices that utilize excessive electrical energy or which may, in Landlord's reasonable opinion, overload the wiring or interferes with electrical services to the entire campus.

10. <u>Sign</u>.

Following Landlord's consent, Tenant shall have the right to place on the Leased Premises, at locations agreed upon by the Landlord, any signs which are permitted by applicable zoning ordinances and private restrictions. Landlord may refuse consent to any proposed signage that is in Landlord's opinion too large, deceptive, unattractive or otherwise inconsistent with or inappropriate to the Leased Premises or use of any other tenant. Landlord shall assist and cooperate with Tenant in obtaining any necessary permission from governmental authorities or adjoining owners and occupants for Tenant to place or construct the foregoing signs. Tenant shall repair all damage to the Leased Premises resulting from the removal of signs installed by Tenant.

11. Entry.

Landlord shall have the right to enter upon the Leased Premises at any time to inspect the same, provided Landlord shall not thereby unreasonably interfere with Tenant's business on the Leased Premises.

12. Parking.

During the term of this Lease, Tenant shall have the non-exclusive use in common with

Landlord, their guests and invitees, of the common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Landlord.

13. Building Rules.

Tenant will comply with the rules of the Building adopted and altered by Landlord from time to time and will cause all of its agents, employees, invitees and visitors to do so; all changes to such rules will be sent by Landlord to Tenant in writing.

14. <u>Damage and Destruction</u>.

Subject to Section 8 A. above, if the Leased Premises or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects that the same cannot be used for Tenant's purposes, then Tenant shall have the right within ninety (90) days following damage to elect by notice to Landlord to terminate this Lease as of the date of such damage. In the event of minor damage to any part of the Leased Premises, and if such damage does not render the Leased Premises unusable for Tenant's purposes, Landlord shall promptly repair such damage at the cost of the Landlord. In making the repairs called for in this paragraph, Landlord shall not be liable for any delays resulting from strikes, governmental restrictions, inability to obtain necessary materials or labor or other matters which are beyond the reasonable control of Landlord. Tenant shall be relieved from paying rent and other charges during any portion of the Lease term that the Leased Premises are inoperable or unfit for occupancy, or use, in whole or in part, for Tenant's purposes. Rentals and other charges paid in advance for any such periods shall be credited on the next ensuing payments, if any. If no further payments are to be made, any such advance payments shall be immediately refunded to Tenant. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond Tenant's reasonable control and which renders the Leased Premises, or any appurtenance thereto, inoperable or unfit for occupancy or use, in whole or in part, for Tenant's purposes.

15. Termination

A. Revocation and Cancellation. Landlord reserves the right to revoke this lease agreement agreeing to notify the tenant within 90 days of such action without cause before the end of the calendared school year. Landlord will not remove the school in the midst of the school year as to prevent a major disruption to the school population. Tenant reserves the right to cancel the lease agreement by notifying the landlord within 90 days before the end of the calendared school year. Tenant retains the right to cancel lease agreement in the event that the high school petition is revoked by the "authorizer" or costs associated with the improvements of the building for occupancy are unaffordable for budgetary reasons. Landlord will be informed of the cancellation by July 1, 2019. Facility agreement is contingent on the approval of the charter petition by the authorizing agency.

B. Default. If default shall at any time be made by Tenant in the payment of rent when due to Landlord as herein provided, and if said default shall continue for fifteen (15) days after written notice thereof shall have been given to Tenant by Landlord, or if default shall be made in any of the other covenants or conditions to be kept, observed and performed by

Tenant, and such default shall continue for thirty (30) days after notice thereof in writing to Tenant by Landlord without correction thereof then having been commenced and thereafter diligently prosecuted, Landlord may declare the term of this Lease ended and terminated by giving Tenant written notice of such intention, and if possession of the Leased Premises is not surrendered, Landlord may reenter said premises. Landlord shall have, in addition to the remedy above provided, any other right or remedy available to Landlord on account of any Tenant default, either in law or equity. Landlord shall use reasonable efforts to mitigate its damages.

16. Quiet Possession.

Tenant and Landlord understand and agree that both parties will utilize the facilities on an on-going basis. During the time of Tenant's use the Tenant expects exclusive, quiet, peaceable, undisturbed and uninterrupted possession of the Leased Premises during the term of this Lease. Tenant understands that there will be times of inconvenience and the need to temporarily re-locate due to unexpected or unavoidable issues.

17. Condemnation.

If any legally, constituted authority condemns the Building or such part thereof which shall make the Leased Premises unsuitable for leasing, this Lease shall cease when the public authority takes possession, and Landlord and Tenant shall account for rental as of that date. Such termination shall be without prejudice to the rights of either party to recover compensation from the condemning authority for any loss or damage caused by the condemnation. Neither party shall have any rights in or to any award made to the other by the condemning authority.

18. Subordination.

Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust or other lien presently existing or hereafter arising upon the Leased Premises, or upon the Building and to any renewals, refinancing and extensions thereof, but Tenant agrees that any such mortgagee shall have the right at any time to subordinate such mortgage, deed of trust or other lien to this Lease on such terms and subject to such conditions as such mortgagee may deem appropriate in its discretion. Landlord is hereby irrevocably vested with full power and authority to subordinate this Lease to any mortgage, deed of trust or other lien now existing or hereafter placed upon the Leased Premises of the Building, and Tenant agrees upon demand to execute such further instruments subordinating this Lease or attorning to the holder of any such liens as Landlord may request. In the event that Tenant should fail to execute any instrument of subordination herein required to be executed by Tenant promptly as requested, Tenant hereby irrevocably constitutes Landlord as its attorney-in-fact to execute such instrument in Tenant's name, place and stead, it being agreed that such power is one coupled with an interest. Tenant agrees that it will from time to time upon request by Landlord execute and deliver to such persons as Landlord shall request a statement in recordable form certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified), stating the dates to which rent and other charges payable under this Lease have been paid, stating that Landlord is not in default hereunder (or if Tenant alleges a default stating the nature of such alleged default) and further stating such other matters as

Landlord shall reasonably require.

19. Security Deposit.

Landlord shall hold the Security Deposit of \$4,500 without liability for interest and as security for the performance by Tenant of Tenant's covenants and obligations under this Lease, it being expressly understood that Tenant shall not consider the Security Deposit an advance payment of rent or a measure of Landlord's damages in case of default. Unless otherwise provided by mandatory non-waiver of law or regulation, Landlord may commingle the Security Deposit with Landlord's other funds. Landlord may, from time to time, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any arrearages of rent or to satisfy any other covenant or obligation of Tenant hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. If Tenant is not in default at the termination of this Lease, the balance of the Security Deposit remaining after any such application shall be returned by Landlord to Tenant. If Landlord transfers its interest in the Premises during the term of this Lease, Landlord may assign the Security Deposit to the transferee and thereafter shall have no further liability for the return of such Security Deposit.

20. Notice.

Any notice required or permitted under this Lease shall be deemed sufficiently given or served if sent by United States certified mail, return receipt requested, addressed as follows:

If to Landlord to:

Grace Point Fellowship

34784 Yucaipa Blvd Yucaipa, CA 92399

If to Tenant to:

Inland Leaders Charter Schools

12375 California Street. Yucaipa, CA 92399

Landlord and Tenant shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

21. Brokers.

Tenant represents that Tenant was not shown the Premises by any real estate broker or agent and that Tenant has not otherwise engaged in, any activity which could form the basis for a claim for real estate commission, brokerage fee, finder's fee or other similar charge, in connection with this Lease.

22. Waiver.

No waiver of any default of Landlord or Tenant hereunder shall be implied from any omission to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and that only for the time and to the extent therein stated. One or more waivers by Landlord or Tenant shall not be construed as a waiver of a subsequent breach of the same covenant, term or condition.

23. Memorandum of Lease.

The parties hereto contemplate that this Lease should not and shall not be filed for record, but in lieu thereof, at the request of either party, Landlord and Tenant shall execute a Memorandum of Lease to be recorded for the purpose of giving record notice of the appropriate provisions of this Lease.

24. Headings.

The headings used in this Lease are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this Lease.

25. Successors.

The provisions of this Lease shall extend to and be binding upon Landlord and Tenant and their respective legal representatives, successors and assigns.

26. Consent.

Landlord shall not unreasonably withhold or delay its consent with respect to any matter for which Landlord's consent is required or desirable under this Lease.

27. Performance.

If there is a default with respect to any of Landlord's covenants, warranties or representations under this Lease, and if the default continues more than fifteen (15) days after notice in writing from Tenant to Landlord specifying the default, Tenant may, at its option and without affecting any other remedy hereunder, cure such default and deduct the cost thereof from the next accruing installment or installments of rent payable hereunder until Tenant shall have been fully reimbursed for such expenditures, together with interest thereon at a rate equal to the lesser of twelve percent (12%) per annum or the then highest lawful rate. If this Lease terminates prior to Tenant's receiving full reimbursement, Landlord shall pay the un reimbursed balance plus accrued interest to Tenant on demand.

28. Mutual Indemnity

A. Landlord shall not be liable to Tenant or to Tenant's agents, servants, employees, customers, or invitees, for any damage to person or property caused by any act, omission, or neglect of Tenant, its agents, servants or employees, and Tenant agrees to indemnify and hold Landlord harmless from all liability and claims for any such damage. Tenant shall not be liable to Landlord or to Landlord's agents, servants, employees, customers, or invitees,

for any damage to person or property caused by any act, omission, or neglect of Landlord, its agents, servants, or employees, and Landlord agrees to indemnify and hold Tenant harmless from all claims for such damage.

- B. Tenant will at all times indemnify and hold harmless Landlord and all of its employees, agents, licenses, invitees, and subsidiaries from and against any and all claims, damages, liabilities, costs and expenses, including reasonable attorney's fees, arising out of any breach, or alleged breach by Tenant of any of the representations, warranties or agreements made by the Tenant herein, or based upon any act or omission, or alleged act or omission, negligent or otherwise by Tenant; provided, however that Tenant shall have the right to assume defense (subject to Landlord's right, to be exercised reasonably, to approve the counsel selected by Tenant) of any such claims or litigation and, if Tenant assumes such defense, Tenant's obligations shall be limited to holding the Landlord harmless from and against any loss or damage caused by or arising out of any judgment or any settlement approved by Tenant, in connection with any such claims or litigation.
- C. Without limiting the foregoing, the Tenant shall additionally indemnify and hold harmless Landlord and all of its employees, agents, licenses, invitees, and subsidiaries from and against any and all claims, damages, liabilities, costs, and expenses, including reasonable attorney's fees, arising out of or based upon any act or omission, or alleged act or omission, negligent or otherwise, of Landlord, or of any person whose services are furnished by Landlord to Tenant. It is the intention of the parties that Tenant is agreeing to indemnify Landlord for Landlord's own negligence to the fullest extent permitted by law, save and except claims or litigation arising through the sole negligence or sole willful misconduct of Landlord.

29. Compliance with Law.

Tenant shall comply with all laws, orders, ordinances, building codes, and other public requirements now or hereafter pertaining to Tenant's use of the Leased Premises. Landlord shall comply with all laws, orders, ordinances and other public requirements now or hereafter affecting the Leased Premises.

30. Miscellaneous

Due to the separation of church and state, Tenant and Landlord may cover or remove religious artifacts in the areas of the facilities in which the Tenant is operating. Tenant shall replace such items in preparation for Landlord's use.

Tenant will take all precautions to inform and involve the Landlord's Representatives in decisions affecting the facilities.

Facility usage desired by Tenant beyond the regular school day shall be requested for approval/denial by Landlord at least 72 hours prior to usage by Tenant. Tenant will not allow animals to remain in the facility over a period of 24 hours. The intent of this statement is for students to be able to share their animals with their class and take the animal back home on the same day.

Landlord will provide custodial services for the use of the Tenant's space including "set up"

and "tear down." If special Tenant events occur, the Tenant will provide additional custodial support if required by the Landlord.

30. Final Agreement.

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both parties.

31. Attorney's Fees

In the event of a lawsuit to enforce the terms of this agreement, the prevailing party shall be entitled to reasonable attorney's fees.

32. Governing Law.

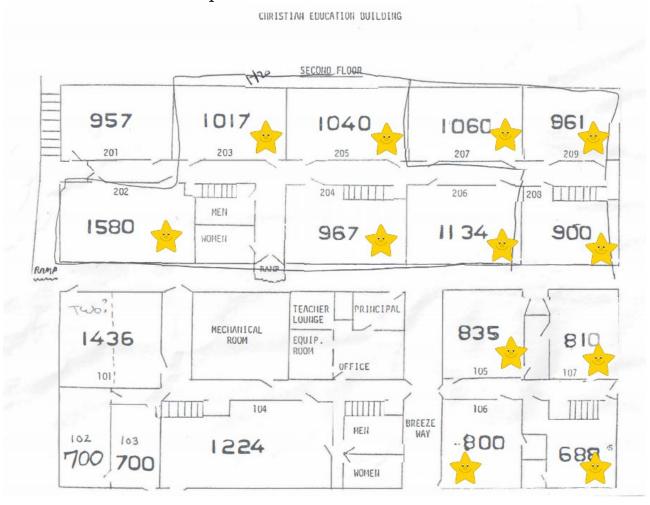
This Agreement shall be governed, construed and interpreted by, through and under the Laws of the State of California.

IN WITNESS WHEREOF, the parties have executed this Lease as of the Effective Date contained herein.

Landlord, Elder Board Chairman	Date
Tenant, Mr. Mike Gordon: Director, Inland Leaders Charter Schools	Date

Exhibit A

Map of Facilities to be Utilized





Effective use of geographic information systems (GIS) involves more than just clicking buttons to create a map. In a school setting it means engaging in active learning, with significant thinking required. GIS can mean more to education than just "having a source of maps." GIS can affect the whole educational experience, for students, teachers, and the community. This summary describes some of the broader requirements, possibilities, and implications.

GIS can play a role in educational reform.

- A. GIS can be an effective tool to promote change and growth for students, teachers, skill development, classroom organization, instructional methodology, curricular content, and community participation, all at the same time
- B. The software and the data do not contain or present "the" answer. People define answers according to the questions they ask and the parameters they establish. GIS provides methods with which to explore alternative responses for specific problems and situations. Users still need to define what constitutes a satisfactory answer to their question. Critical thinking plays a primary role in using GIS effectively. Explorations thus involve profound challenge for learners.
- C. Students and teachers can both be active learners at the same time. By developing new skills and exploring new understandings of a variety of topics, teachers can model for students the process and value of lifelong learning.
- D. Because the computer is a powerful tool for exploring similar content through divergent paths, students engaged in GIS can progress in varied ways, in a style and at a pace more appropriate for their individual interests, strengths, and needs. Active exploration with GIS can more easily match the multiple modes of information access which different students need, while still affording each the chance to contribute to group activities and providing each a powerful opportunity for constructing individual visions of the world.
- E. Assessment of student progress, achievement, or development can be accomplished in multiple fashions, in ways that are appropriate to the students' interests, the school curriculum, and the community needs.
- F. Using GIS can help students and teachers become more involved as local community participants and global citizens. Partnering with other GIS users from the community enacts the "community as classroom" concept. Students, schools, and the community all benefit as each pays closer attention to the needs of the others.

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II. GIS is a vocational tool

- GIS helps develop basic computer literacy.
- B. Effective use of GIS provides integrated training in the process of research, including data gathering and preparation, storage, analysis, and presentation.
- Long-term partnering including student internships may be available through GIS- using operations in the local community.
- GIS activities provide actual training for many careers. GIS is a tool for the 21st century.

III. GIS engages and exercises multiple capacities and intelligences

- Critical thinking (ability to analyze, synthesize, and evaluate)
- B. Logical-mathematical intelligence
 - Numeracy (ability to interpret and use numbers and numeric skills)
 - Technological capacity (ability to understand and use tools which facilitate acquisition, processing, and transferal of information)
- C. Linguistic intelligence
 - Literacy (ability to interpret and present information in word form)
 - Graphicacy (ability to read and use visible symbols)
- D. Spatial intelligence
 - Map literacy (ability to transform real life into a mental or visual picture, or vice versa, at multiple scales)
- E. Interpersonal intelligence
 - Communication (ability to transfer effectively to others through multiple modes of representation the information and knowledge gleaned through the investigative process)

IV. GIS relies on and fosters a mindset of exploration

- Effective users have a disposition for discovery learning.
- Effective users look for new possibilities.
- Effective users explore multiple views of a single issue or set of information.
- Effective users recognize that there is rarely a "right answer" to a given question or problem.
- E. Effective users make mental leaps, involving both direct iterations (multiple slight variations on a single theme) and "inspired explorations" (divergent, creative thinking).
- F. In effective situations, the teacher is a facilitator who models lifelong learning, rather than simply being a deliverer of information. Students and teachers can collaborate in their explorations.

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V. GIS relies on and promotes finding information and knowing what to do with it

- A. Effective users are able to identify appropriate types and sources of information needed to solve a problem.
- Effective users integrate information from multiple sources and of multiple types.
- C. Effective users recognize that appropriate use of any given data includes understanding the nature and quality of the data. Effective users can identify factors which affect the quality of data and know how to match data and task appropriately.

VI. GIS relies on and promotes spatial awareness

- Effective users see patterns in actual landscapes and symbolic representations.
- Effective users ask iterative questions to describe and explain spatial patterns.
- Effective users explore patterns identifiable across a range of data sources and different types of representations.
- Effective users integrate data at multiple scales and identify patterns and processes at and across a range from macro to micro.

VII. GIS relies on and promotes computer literacy

- A. File management (critical skill)
- B. Database manipulation (critical skill)
- C. Spreadsheet operation
- D. Graphics tool use
- Using remotely sensed data such as satellite imagery and aerial photos
- F. Accessing the Internet for data
- G. Using presentation software
- H. Producing multimedia projects
- Integrating additional technologies such as Global Positioning Systems

VIII. Using GIS effectively requires knowing how to make the GIS software perform particular tasks.

- Effective users learn, over time, how to make the software do what they want.
- B. Effective users take advantage of different levels of software capacity. Some needs and tasks are more complex than others; some tools are more broadly applicable than others. Effective users learn to employ fundamental tools early, and add to their tool-using skills over time.

Exploring Common Ground: The Educational Promise of GIS, page 3

SUMMARY

What this all means is that GIS can be a powerful ally in the effort to enhance education. Students and teachers can work together to build a coherent framework for information about the world. The community can share in the process of providing educational experiences, and can gain from intelligence provided by the students. The focus on collaboration between students, teachers, school, and community can provide significant long-term benefit for all.

Individually, students can benefit from increased attention to their strengths and weaknesses. The potential to relate schoolwork with explorations from everyday life can add powerful connections for students constructing their own views of the world. Engaging GIS in multiple grade levels and disciplines can yield an uncommon synergy in a setting too often fractured.

This is the vision and expectation built from early explorations of GIS in the K-12 classrooms. Because of the speed with which this technology has burst on the scene, these descriptions are not supported by exhaustive studies. Similarly, because of the complexity involved, it has not been proven beyond all doubt that students and teachers who engage GIS develop the desirable traits noted above where such traits did not exist before. Rather, this is the view of individuals who have gained sufficient background with both the technology and the challenges of elementary and secondary education. As with much of education, the results may not be clear for years. But, given the current anecdotal evidence, there is strong reason to believe these positive statements are true for all students.

Finally, as technology brings us all ever closer to each other, it seems only too obvious that there is a need to understand more fully the changing relationships between people and places around the planet. We share many parts of our existence, and need to explore our common ground.

Environmental Systems Research Institute, Inc. 380 New York Street Redlands, CA 92373-8100 USA voice: 909/793-2853

fax: 909/793-5953 e-mail: info@esri.com web: http://www.esri.com ESRI Schools and Libraries e-mail: k12-lib@esri.com web: http://www.esri.com/k-12

Exploring Common Ground: The Educational Promise of GIS, page 4
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APPENDIX W- MISCELLANEOUS

Inland Leaders Charter - San Bernardino County

Enrollment: 963	Socioeconomically Dis	advantaged: 27.2%	English Learners: 4.69	6 Foster	Youth: 0%		Dashboard Release:	
Grade Span: K-8	Charter School: Yes						Fall 2017	*
Equity Report	Status and Change Report	Detailed Report	Student Group Report					
many of those stude		st performance levels (formance level for each indicate ade levels included within each i	
State Indicators		All Stud	ents Performance	Tota	al Student Groups	Stude	ent Groups in Red/Orange	
Chronic Absent	teeism 🗹	N/A		N/A	1	N/A		
Suspension Rat	te (K-12)	•		4		1		
English Learner	r Progress (1-12)			N/A	4	N/A		
English Langua	g <u>e Arts (3-8)</u>	•		5		1		
Mathematics (3	<u>3-8)</u>			5		0		
Select any of the und	derlined local indicators to se	e the local data for thos	e with a met rating.	Ratings				
Basics (Teachers	, Instructional Materials, Fa	cilities)		Met				
Implementation	n of Academic Standard	<u>s</u>		Met				
Parent Engager	ment .			Met				
Local Climate S	<u>Survey</u>			Met				
Performance L	.evels: Performance) (\(\bar{\parallel}\) Oran	nge 🔈 Yellow (💫 Green 🥋 Blue (Highest Perfo	ormance)			

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics. Above

CCSA Academic Accountability Report 2016-2017

Inland Leaders Charter (Yucaipa-Calimesa Joint Unified)

Charter Renewal Date: June 30, 2020

PERCENTILE:

Schools must be above the 5th percentile on the DF3 measure.



Doroontile

The selected school has a percentile above 5 in 3 of the last 3 years.

INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above the bottom 5 percentile in two out of three years and above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



MULTIPLE MEASURE REVIEW:

Charter schools with a DF3 percentile of 5 or less in two of three years and charter schools who do not meet at least one of the other initial filters are invited to present additional measures for review:



The selected school is not in the bottom 5th percentile of performance and is above on at least one of the initial filters.

State rank and similar students rank calculated using the September 27, 2017 release of the CAASPP file, a-g rate calculated from the UC/CSU entrance requirements file released April 11, 2017, and DF3 growth calculated using the state dashboard academic indicator files released December 7, 2017. Click metric names to view information on each metric.



CCSA's Minimum Academic Accountability Criteria would not apply if a school participates in the DASS program or has fewer than 30 valid test takers. No report is generated for schools fitting these criteria.

PUBLIC BROCHURE



Key ILCH Highlights

- ♦ Free public high school
- ◆ Leadership and character development
- Rigorous educational curriculum
- Small, flexible learning environment
- ♦ Average class size of 25 or less
- ♦ Access to college classes
- No tuition
- No book fees
- Earned college credit counts toward high school graduation requirements as well
- 21st century teachers and curriculum
- High expectations for success

Beyond the Limits



for more information please call

909-446-1100 or visit our website www.inlandleaders.com Inland Leaders Charter High School



Training the Leaders

Of tomorrow

today



the big picture:

Going Beyond the Limits

Inland Leaders Charter High (ILCH) will be a new public, independent charter high school in Yucaipa. The focus of ILCH is to provide a world-class education through maximizing students' potential. Students will be challenged by high academic and personal standards and will be develop to be leaders in our community and beyond. ILCH is partnering with community colleges and online programs to provide access to high quality college courses to students that are ready for a higher academic challenge. All students will have an opportunity to gain various important college experiences.





Curriculum

Students will have the unity to engage in curriculum that is designed to meet their interests and career path through college course work, digital providers and on site teachers.

Personalized Instruction Teachers will be fully state credentialed teachers tr in the mastery learning sys-tem. Class sizes will remain small to accommodate a per-

The school will be located at the Grace Point Fellowship

sonalized education.



chedule

Students will attend the school Mondays through Fridays on a regular school schedule. Students participating in college coursework will have personalized schedules.

Enrollment ILCHis a free public school and therefore enrollment will occur in a fair and random ner. Registration days will be advertised through the local media and other sources n r o



Who

g 9th ILCH will be er grade students in the 2019-2020 school year.

PACE

The PACE program your student to accel into higher levels for math ccelerate math and language arts periods. Νo longer will your student have to wait to move on into higher levels.

Unique

ILCH sets itself apart through its innovative instructional program, high expectations and student leadership focus.

APPENDIX X- PETITION SIGNATURES

The following pages of signatures represent the interest on the part of parents for their student to attend the school as well as the required number of signatures from teachers who are interested in teaching at the school.

CHARTER SCHOOL TEACHER APPROVAL SIGN OFF Inland Leaders Charter High School

Start-up School: Total number of teachers estimated to be employed at the school during the first year of operation: 4

indicate that we are teachers meaningfully interested in teaching at the charter school. We agree to the contents of the attached charter proposal dated December 1, 2018 and will work toward its implementation. Our signatures

9 88	8	`	7	6	5	4	3	2	1	# T	
					HE FL WESON	Jason Bess G	Amanda Stodelle	Dayanara Garcia &	Stacey wassif	Teacher's Name (Print)	
					Hather.	Julban !	Moorda Hodel	De la companya de la	Any	Signature	
					35489 AVE D	Joseph, CA 92899	le Monda Troub Vicaipa CA 97395 7748	Sun Jacinto 91583 7749	pedants A92374	Address	
					1453 409-865-		- /	909 SZO	8 252-606	Telephone #	
					MILID/MODERATE PSP/SPEC. ED/	Single Subject Siccle 1 Stockies 180166014	single subject Biology 9/1/2021 160050495 CLAD 570269694	55 Spanish 55 English 150130727	English suspects	Type of Credentials held and Credential #	
						8/1/2023	9/1/2021	7/1/2020	7/1/2219	Exp Date	
					BS. PE/APE	8/1/2023 B.A. History	M.A. Teaching w/a focus	BA Spanish BA Liberal Arts.	M.A. Edneaton	College Degree held	

certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School. pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the consideration and hereby petition the governing board of the Yucaipa-Calimesa Joint Unified School District to grant approval of the Charter We the undersigned believe that the attached Charter for the creation of the Inland Leaders Charter High School ("Charter School") merits Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below

By the Lead Petitioner:

My Ke Garley

Name

11-25-18 Date

charter necessary to secure approval by the Yucaipa-Calimesa Joint Unified School District governing board. The petitioners recognize Mike Gordon as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached

Print Name	Darelle Conner	Jose Lucate Lin	Kelly Petrak Kelly etil	Aubrie Talley auto	Jasan Talley	Shelby Crowley Willy	Harmony Birds St
Signature		May	2 Junite	J. Clay	Tella	Morally	5
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By the Lead Petitioner: Signature

11-28-18 Date

charter necessary to secure approval by the Yucaipa-Calimesa Joint Unified School District governing board. The petitioners recognize Mike Gordon as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached

Print Name Signature	HULO CRUZ	MARIA CRUZ	LISG HICKEY DHICKS	Mary Hickey 1 Mary I	Tara tomate gratexit	the Rothe Danner Rocks	
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By the Lead Petitioner: Signature

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Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 9 in 2019-2020	Number of children entering grade 9 after 2019-20120
Mark white	Mall	11/26/18	34645 Cape lod (+	258 Joh		
Dineil Owin	In am	11/26/18	1/26/18 2021 E FRIMG 9294	909 355)	
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Benjamin Stevens	Sulbba T	11 27118	12399	-097.790-		
Tracy Stevens	Shown 282 1	11/27/18	35540 Crestven Dr YUMBUR Ca 92399	109-790-		6
debra momunitre	a footing the	11/27/18	SHISI Sherwood or	951-316 0945	P	2
Kevin Allen	The Office of th	11/28/18	11/28/18 Beaumont, CA 92223	7439	B	

pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School. consideration and hereby petition the governing board of the Yucaipa-Calimesa Joint Unified School District to grant approval of the Charter We the undersigned believe that the attached Charter for the creation of the Inland Leaders Charter High School ("Charter School") merits Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below

By the Lead Petitioner;

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Ryan memortray Myn	toring Times +	Valenc Rodniquez	Lathan Sasenana	KristenJakuboluski	Had Olean	Renee Allen	Print Name
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31/52/11	11/29/18	11/29/18	11/28/18	11-28-18	81-86-11	11/28/18	Date
7 11/29/18 1024 1/2 "Calhoun St.	Jucayor Christis goyarso	11/29/18 1604 Sundown CT 8	2	Vulaipa 42399	380 W. Ave, LCalipnesa, CA 909-246	11/28/18 Beaumont, CA 92223	Address
-2222	7. 9049286	909 8006366	2032302	(909) 677-328	909-246	7440	Phone Number
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Name
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Print Name Signature Date Address Ph	Nadeen July 2 11/27/11 2018/933900	Basel Cerek 1 11/28/18 35033 Cail Are 909	20476 JOHN JOHN JUST 11/28/18 32020 DEC 224	Passan Ballock Strong Strong Strong 11/28/16 35049 AK 13 1909/3	Layer Real (201/8/14)	mist Res. 18 1: 12 25025 1911 March March 1920 1911	11 (2) W/150 (1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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Name	M, Ce C
18.	Cordy
Signature	m M
Date	11/28

charter necessary to secure approval by the Yucaipa-Calimesa Joint Unified School District governing board. The petitioners recognize Mike Gordon as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached

Print Name	Signature	Date	Address Address		Number of children entering grade 9 in 2019-2020
Steven C. Hellerman	A. J. Miche	11/27/18	11/27/18 28 No. Wubish Au. 909-	860-5932	
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Christine Hallurian	highell habies	11-27-18	9	8/8292	,
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By the Lead Petitioner:

Signature

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Donna Jensen	OPIC MAST	Jenny Nazza	CASEY WOODERIN	(Joshua Osborn	Stephanic Sweener	Sarah lopez	Print Name
Some I fews	Joseph Sight	In The	an to safe		Sween.	SMAN	Signature
11-26+8	81-96-11	11-2678	11.26.18	11.26.18	11/26/18	11/26/18	Date
11-26+8 Jucaspa, CA 92399	11-26-18 Colomosa (A 52520 909 316912	33095 Bradchet +	YULANDA CA 92399	a ct.	320	sirde 399	Address
208-	909 3169912	2001-197	909.552.	4263.	909 801-9786	(969) 709-0952	Phone Number
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Vame	Milce Gardy
Signature	M/S
Date	

11-16-18 Date

charter necessary to secure approval by the Yucaipa-Calimesa Joint Unified School District governing board. The petitioners recognize Mike Gordon as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached

MARION MCGOWAN Blisson	Tiffany Frisch	Kristen Hagins	Kelle Kensed	Corycrana	Jill Lance	Hmunch De Japer	Print Name
	So Re	ALLANDO O	Kille Keresiy	excraves	Admil.	2	Signature
11-26-18	81/02/11	81/92/11	11/20/18	11/26/18	81-off-11	81-916-11	Date
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6007205-	1541 0	201 202 201 202	481.788	9095 494	951 845	Chelen	Phone Number
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Signature

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	Sherry Urban Rumbler	Becky Abercrombie	Tour Gados	Sti Clark	Pachel Hardin	Shawner Miller	Tammy Proctor	Print Name
	Runder	Breadile	I want of the same	Shi Olink	(30 M)	Kon	Mmy May	Signature
	11/26/18	11/26	11/26	11 26 18	11/24/18	11/20/18	11/24/8	Date
	1	10982 Swinishle D. Yul. 659-9343	35568 MOUNTA	26/18 12538 5th St. Yuc.	18 13628 Chanding Hyur	BASIO ROM	124/8 12284 Daylas St.	Address
1000	780640	969-9343	11428-803	9626	951312	209 1905	(951)-218	Phone Number
		6	33 40	e accessor d'a "		-	_	Number of children entering grade 9 in 2019-2020
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Name	My Lead Petitioner;
Signature	Jan
Date	(-)

charter necessary to secure approval by the Yucaipa-Calimesa Joint Unified School District governing board. The petitioners recognize Mike Gordon as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached

	Simon Sit o	ton Reiss	Oldvala Armija	Clisabeth Hans	Patricia Murphy	Susie Flether	JAMES JUANEZ	Print Name
		SMI		Elimbeth Henry	£	State of		Signature
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8000	-061. 406	709-838 109-838	TO STOY TO	-0/3 tob	969238	1 0. Set 28-844-	709.234.44	Phone Number
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By the Lead Petitioner:

Signature

11-26-18 Date

charter necessary to secure approval by the Yucaipa-Calimesa Joint Unified School District governing board. The petitioners recognize Mike Gordon as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached

Print Name	Signature	Date	Address	Phone Number	children entering grade 9 in 2019-2020
Nicole Stevenson	The state of the s	11/26/18	11/26/18 34877 Wildward Page	7635	O
	Missouro	11-20-18	33454 Somerset Rd Yucalpa ch 92399	92.8.28 82.8.606	\bigcirc
Holida Ghuser CM	Webs !	11/26/18	11/26/18 Yucaipa, CA 92399	909-362-	0
The topid A		11-26-18	7	HEL-159	\(
CARIOS ROPIGIA		11/26/18		agr ST UZ ()	-
Celese Billhardt de	A Buchard	11/26/18	115355 Roberts Rd	583-159S	0
THOM Shall		11208	1920 00 17 NOT OF 1921 A	909	Ø

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Name	Mike Gordon
Signature	MM
Date	

charter necessary to secure approval by the Yucaipa-Calimesa Joint Unified School District governing board. The petitioners recognize Mike Gordon as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 9 in 2019-2020	Number of children entering grade 9 after 2019-20120
HeatherSkow	Harrier Soi	11/20/18	Beaumont, Cr. 9222	951.845.973		1
Set Garrie	D Sorge	81/06/11		258-6 2753	1	
Telissa Lancaser	Jac of	1/26/18	DESG DESG	-458.28 -458.28		
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gnature	m/
Date	11-26-18

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Print Name	Signature	Date	Address	Phone Number	Number of children entering grade 9 in 2019-2020	Number of children entering grade 9 after 2019-20120
Heich Edwards	Hirch Eller	11-26-18	Herich Educa 122618 1351 Plumwood la ca gran 7719097	7719297	/	/
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Zlent lape 2	Con X	11.26.18	11.26:18 BSI W. N. West 92200 STS SZ43	2512 SZM3	6	
Jusan Hinkle	A A	81-96-11	11-26-18 11578 Borkeley Dr	909	0	
Lily Thoria		-11/26/15	5	234-2968	0	0
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Print Name	Jacqui Reseign &	Melissa Lund mel	melissa Corton IN	Kayleigh Becker to	Pession Strada	Dana Palmer Koo	10000
Signature	8	melisse had	Melyssa Coston 11/26/18	m Jerse ?	084		TA A TOUR
Date	11/20/18	11/26/18	11/26/18	11/26/18	11/20/18	81/00/18	11-96-18
Address	126/18 Calmosa C492520	Rodlands (p 92373	Sacao Teal Crt. 4 uncupor OA. Mason	CATIMEST , CA 92320	33855 Avenue H	description of the second	Branna 92223
Phone Number	71243	h200 875 bob	9010	9910	909 ROZLHUS	9049918404	95.0.0
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Chris IR	Elisco Cruz	Noemi Garcias	JADE MORGAN	Kinda Candell	Ashlee (raid	Steve Reseigh	Print Name
X	Eliseo Cres	A Andrews	1/2	tro Coxes	Ana		Signature
11-26-18	11-26-18	11-26-18	81/20/11	11/24/18	81/92/11	Wichors	Date
11-26-18 35087 Sunnyside Dr. Ywap 909-838-3876 C	of Mucaipa	11-26-18 33964 AVE I Vacaipa	11/24/18 4382 Sherwar DAR: Margre 957 806	11/24/18 12885 Clover Ct. Yunipalo-2598	11176/18 35374 Spead St 9096283	11/26/2018 146 W. Aprel Colinesa, CA	Address
909-838-377	7400958	795527/	957 806	910-2598	7096283	8841441698	Phone Number
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Signature	MS
Date	

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Star White	Klaus Turnes	Krishy Fuentes	Suzanne Peterjon	Dene Duncan	histor Brown	July Soan	Print Name
XX WY	Blew Frank	Muriney Frents	Surgerial Peters	Dens Muc	Court Hocon	Jahr Been	Signature
11/27/18	1/1/27/18	11/27/18	11/27/18	11/27/18	11/26/10		Date
1/27/18 Jucayar, Ca 93399	1/27/18 13351 30 31.399	13351 300-st.	1/27/18 40/9/19 CA 92399	35689 "Gemmond in Yucaipa, CA 92399	3388 Minchurst DR.	Dr. Unear pa	Address
409 856	25hide	2089	206 3543	(909)	(95) 9%-	6579	Phone Number
	4	φ	0		_		Number of children entering grade 9 in 2019-2020
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Print Name	Ami CORLSOZ	Blanca Horales			
Signature	C.N. Col	S B	Ì		
Date	11/240	26/n			
Address	Calimesa CA	11/26 33766 Nebenny 10) 92399	,		
Phone Number	9320	0) 9239A			
Number of children entering grade 9 in 2019-2020					
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Name	By the Lead Petitioner:
Signature	male
Date	

11-75-18 Date

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Michelle Wagner	THENTERN WORTS HT	Medantetha	eanna Sexton	DONNA Schultze	Sandra Velasco	THERO- COURT	Print Name
Willela Ween	Siemen Aldre Car	Manufeth	A A	Homa Shouly	andra Vellegro.	of Many	Signature
12/7/18	814. 2	811/161	12/7/10	12/1/18	12/7/8	12718	Date
12/7/18 cherry Valley CA92233 966-5575	I LIG 2 Will buildens way	12/7/18 33880 Falm Dro239	10 2936 Lama are the constitution	Bhouly 12/1/18 35463 BYRONTR. 831-	12/7/18 13024 Bryant St, Ywaipa	BHUNGS, 1.951	Address
951- 13 966-5375	3 578-1571	821-234	4102:2014	831-8399	641-1906	725383	Phone Number
_	0	0				0	Number of children entering grade 9 in 2019-2020
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Name	By the Lead Petitioner:
Signature	nd
Date	11-25-

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	David Gronez Jazmin abos	Print Name
	Jonney are	Signature
	11/26/18	Date
	Chos 11/26/18 35538 County Made 901-4961265 Sto 11/26/18 38677 Histy Made 951-941-6696	Address
	12-146-156 Sept. 109.	Phone Number
*.	900	Number of children entering grade 9 in 2019-2020
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11-29-18 Date

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Perclope Yosthokal tell tall	Symbortegison	Tamara Hobson	EMIKE Gardon	Alway Apply	O WHUR STAID	Joseph Reaver	Print Name
The day	SR	tomas the			The CX	2	Signature
12.5.18	12/4/18	12/4/18	12/4/18	SIRICI	11/2/18	11 30 18 35	Date
12.5.197 34180 SHEREMOS THE	12/4/18 37020 OAK VIEW 1201	34816 Dmwoodly	12/4/18 11026 GSTACIA M	250 Murthander	11/2/18 MANNOW 11/2/10	1551 Jos der he	Address
1855 APR	201-6108	- 212 - 20P	0601	387-62	dst	2857988	Phone Number
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Signature	m
Date	9-76-11

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Nicole Mitchell	Teresa Harbon	Kill Aniele	Tasky Amick)	Tava Hollada	Crustal Veerkamb	Sternanie Brain	Print Name
NEW CHANGE	100		dai (E E	app	Stommi Bund 14/18 34789 Taxa	Signature
12/1/18	317.11	8/12/21	8/17	19/6/18	12/6/18	19/6/18	Date
12/1/18/003 Webster 02374	Amount 10 VISTABLE HARZI GIL 21	12/1/18 34375 Pour Me K.	2/7/18 SUSTE PERANTIVE YUC	18/6/18 34986Davey Yusap	Par Dearlas 12/6/18 12941 Cicnogor Dr. Yumpu	Ln. Ywa	Address
2330502	21129113	951 532	25/29	714-297	- 584 (ww)	(civa)(663-	Phone Number
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Signature	M.
Date	1

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	JASON Stable	Christine Bea	Amanda Stod	Jannifer Van Offiler	Tracy War pla	MARY DURACE M	Lawra Hoon Knoor	Print Name
1	A	Christine Beaucaire C. Beaucaire 12/7/18 1371 Tremella et Beaumont	Amanda Stodelle america Stodelle 12/7/18 13128 maglewood De	den H		of My/M	n bassa	Signature
	12/7/18	aire 12/7/18	81/1/21 M	12/1/18	81/421	12/11/8	81718	Date
Yuca per	12/7/18 13128 Maplewood Dr.	1371 Tremella Ct Be	13128 maplewool Dr. Noaper	12/7/18 11333 Frement Styrical	124/18 12880 cory LA Really	12/11/18 34034 Nebvaskaru 440-1148	12/7/18/19/58 Vista Way	Address
	951-415-8205	Menon's co-ongo	951-415-	WDN 7143558501	8288908	45-11-8	287-2135	Phone Number
	0	000	0	0	/	0	generalization 3	Number of children entering grade 9 in 2019-2020
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		STEVE PERV	SOVAN NESDIT	Sovia Gomez	Print Name
		A CONTRACTOR OF THE PARTY OF TH	The state of the s	(A)A	Signature
		8/10/121	12-10-18	12-10-18	Date
		AVET CA	12-10-18/10-8) mesquite vista solo	12-10-18 11793 ASMANDA Way Ywaipa 214 828	Address
		P508-501 (1603)	ANSONS NO A	909 214 828	Phone Number
					Number of children entering grade 9 in 2019-2020
		7	2		Number of children entering grade 9 after 2019-20120