



Inland Leaders Charter School

2020-2025

K-8

Vision

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

Mission

ILCS is committed to providing a world-class education for students that will equip them with the critical 21st century skills necessary to be successful leaders in life. This will be accomplished by:*

- *Providing a safe and structured environment*
- *Ensuring high expectations for all stakeholders (parents, students, staff)*
- *Implementing innovative practices, rigorous curriculum, and character training*
- *Creating strong partnerships with parents and community members*

Motto

Beyond the Limits

School Philosophy for Learning

Rigor + Relationship + Passion = Changed Lives

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Introductory Documents

Letter to the YCJUSD Administration and Board of Education

September 30, 2019
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:

Inland Leaders Charter School (“ILCS”) hereby submits the enclosed charter renewal petition, which contains a “reasonably comprehensive” description of the required charter elements under Education Code Section 47605, for consideration by the Yucaipa-Calimesa Joint Unified School District. The renewal petition includes evidence of outstanding student achievement, effective governance with legal compliance, excellent staffing, fiscal stability including no debt, facilities plans, and unqualified audits. ILCS believes this petition represents clear evidence of the success of, and justification for, continuation of ILCS which has met, and in many instances, exceeded the goals of the original charter petition.

ILCS respectfully requests that the staff and governing board of the Yucaipa-Calimesa Joint Unified School District review the charter and approve a five-year renewal term pursuant to the process and timelines specified in Education Code Sections 47605 and 47607.

ILCS has been engaged in extensive and productive discussions with the stakeholders involved and believe that ILCS has successfully documented and implemented a high-quality charter school. ILCS looks forward to a continued positive and lasting partnership between the ILCS and the District.

ILCS understands that an initial public hearing of this charter renewal petition will be held by 10-30-19 and that a decision to grant or deny the charter will occur by 11-30-19 in accordance with the timelines required by the Charter Schools Act. Please do not hesitate to contact me with any questions or concerns. ILCS welcomes the opportunity to meet with District staff and/or Board members to discuss this charter renewal petition further and as necessary to resolve or answer any outstanding questions or concerns prior to the public hearing and decision meeting.

Your partner in education,



Lead Petitioner

cc:
YCJUSD Board of Education



Affirmations and Declaration

As the authorized lead petitioner, I, Mike Gordon, hereby certify that the information submitted in this renewal petition for **Inland Leaders Charter School** (“ILCS” or the “Charter School”), operated by Inland Leaders Charter Schools, 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:

- ILCS 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. [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 School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- ILCS shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ILCS shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- ILCS 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)]
- ILCS 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)]
- ILCS 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.

- ILCS 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)]
- ILCS shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. [Ref. Education Code Section 47605(l)]
- ILCS shall at all times maintain all necessary and appropriate insurance coverage.
- ILCS 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, ILCS 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)]
- ILCS 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)]
- ILCS shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- ILCS shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- ILCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- ILCS 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”).
- ILCS shall comply with the Public Records Act.
- ILCS shall comply with the Family Educational Rights and Privacy Act.
- ILCS shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.

- ILCS shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- ILCS shall comply with all laws applicable to independent study in charter schools.

M. Gordon

Mike Gordon

09/30/19

Date

Abstract

Inland Leaders Charter School was granted its initial operating charter in the spring of 2007 by Yucaipa-Calimesa Joint Unified School District. Since the inception of the 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. This renewal petition demonstrates the successes, changes and strategic plan for the next five years of operations. This document also demonstrates the Charter School's accomplishments and ability to meet all requirements of the charter law. The charter has been reviewed, revised and approved by the ILCS Board, staff, YM&C legal services, EdTec financial consultants, California Charter School Association, parents and various other consultants and experts.

The charter contains a description of our full educational program that serves students in Transitional Kindergarten ("TK") through grade eight. The charter renewal team and document provided reflects the applicable changes in state requirements and specifically the transition to the Common Core State Standards and new state assessments.

ILCS was developed as an innovative and progressive alternative school for students in the Inland Empire of Southern California. It was born out of a desire to provide for students seeking alternatives to traditional public schools, create a model for standards-based classrooms, develop student leaders, and implement innovative strategies to improve student performance.

ILCS is based on the conviction that families need to be an integral part of the education of their children. Conversations with a variety of parent groups revealed that a significant number of Inland Empire families had chosen to home school or enroll their children in private schools so they could be more involved in their children's education. ILCS also recognizes the need for a diverse learning community which includes not only "home-school" students, but also English Learners ("EL"), free and reduced lunch, special education, and at-risk students. Therefore, Inland Leaders is dedicated to reuniting the diverse community of parents, teachers, businesses, and others to participate in the privilege of educating students in a high quality public school environment. Over its 12 years of operation, ILCS has attracted and continues to attract a diverse community of learners and has developed appropriate supports for specialized groups such as severe special education students.

The stakeholders of the charter agree on five core elements that form the foundation of ILCS: **small learning community, strong parent involvement, student leadership development, rigorous individualized instruction, and results-oriented programming.** The Charter School is a site-based TK through eighth grade school operating at or above the required instructional minutes of the state.



The five-year renewal petition continues to include grades TK-8 as a result of a high demand from the community at large as demonstrated with strong waitlists and parent satisfaction surveys. Current research strongly supports the instructional soundness of employing TK-8 configurations in delivering standards-based instruction (*Abella, 2005; Anfara, 2005; Yecke, 2006*). ILCS has the financial ability, secured space, and internal capacity to continue a high level of education as outlined demonstrated in the budgets and agreements in the appendices.

Students will continue to attend school without the traditional long recess breaks to enable them to return home sooner. This allows for greater flexibility in the day for interventions, enrichments and staff development.

The differentiation program, entitled **Pupil Acceleration for Continued Excellence** (“PACE”), is the backbone of the individualized instruction. This program allows for flexible groupings that assist teachers and students in differentiation, mastery, and acceleration of the curriculum. Recent research has concluded that smaller schools educate students more successfully. ILCS will continue to keep class sizes low in all levels to allow for greater success and individualized instruction.

ILCS recognizes that students need to be prepared and equipped with skills and qualities beyond academics; therefore we have integrated leadership training into the curriculum to emphasize public service and character education.

ILCS will continue to comply with all laws in serving its English Learners and special education and disabled pupils. ILCS recognizes the fact that the world of today is vastly different from the past and therefore students need a different system of education to succeed in the future. Our goal is to go beyond the limits, strive for continual excellence, and develop leaders for tomorrow.

Background

ILCS began as a conversation between public school employees and parents of elementary-age children. This plan is the culmination of that dream designed by parents, educators, administrators and community members to better the lives of our students and make a dynamic difference in our community. The founding group for ILCS was comprised of over fifty families who attended meetings, provided input and volunteered during the development of this charter. Current board members are listed below and resumes are attached in [appendix B](#).

- Dr. Bob Stranger (Chairman): retired Assistant School District Superintendent/ retired South. Cal Edison manager/ former local district board member for 24 years
- Bonnie Mitchell (Secretary): retired educator from YCJUSD/ Azusa Pacific University Mentor Professor
- Aron Wolfe (Treasurer): Law enforcement
- Mike Casavan (member): Law enforcement

Mr. Mike Gordon has been the charter developer, and lead petitioner for the charter and the charter renewal. He was an Assistant Principal in two elementary schools in the Yucaipa-Calimesa Joint Unified School District, with twenty-three years of experience in education. He has experience in

EL, Special Education, and categorical programs, and was the District GATE Coordinator for YCJUSD. He currently acts as the Executive Director of ILCS and previously co-directed 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 California Professional Administrative Services Credential. Mr. Gordon is currently an active member and accreditation team chair for the Western Association of Schools and Colleges ("WASC"). Mr. Gordon is and will retain the position of Executive Director of ILCS at the renewal of this charter. His contract is up for renewal annually. In addition, the Charter School has developed a leadership team which includes members ready for leadership succession so this successful program can continue uninterrupted.

Successes and Major Accomplishments

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

- ILCS received the highest WASC accreditation (clear 6 year) granted to any school of in the Spring of 2018.
- ILCS is proud of its strong state assessment scores with 73% of its students at a proficient level and over 40% of all tested students are at the highest level (exceeding the standard) in math and reading.
- ILCS is proud of its 100% science fair participation rate in the fifth and eighth grade site science fair with students receiving medals at the county and state levels.
- ILCS fully implemented the Pupil Acceleration for Continued Excellence (PACE) program, which currently maintains 12% of the students in 3rd through 8th grades accelerate for one of their language arts and/or math periods into a higher grade level.
- ILCS has maintained small class sizes in kindergarten through grade eight.
- ILCS continues clear financial audits with healthy reserve amounts over 80%.
- ILCS has created and implemented a viable and innovative inclusion special education program to meet the needs of our students with disabilities, including both mild/moderate and moderate/severe disabilities, within the general education classrooms.
- ILCS has developed a strong intervention program for its students, which includes the Response to Intervention services to meet the needs of our general and special education students. Special education students comprise over 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. Full inclusion model is in full implementation as of 2019-2020 school year.
- 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

Adopt a Street, Make a Difference Day Activities, YAPs, and many others. ILCS has also participated 100 Family Turkey Baskets at Thanksgiving, home building projects in Mexico, water project in Kenya, a support of a sister school in Ghana 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 developed and implemented an extensive after-school electives program that includes tutoring for each grade level, Spanish, Chinese, the arts, music, dance, technology, sports, physical activity and leadership.
- ILCS has fully implemented a Spanish program in which students receive weekly lessons and cultural awareness.
- Free home internet and laptops for families in need of such resources.
- ILCS maintains a mental health program to support student socio-emotional needs for special education and general education students.
- ILCS has filled a leadership coach position to implement mentoring and resiliency training in students throughout the school day.
- ILCS implements a Positive Behavior Expectation program called ROAR to proactively train students in character education.
- Brainiac's with Heart ("BWH") was introduced and implemented starting in 2017-2018 with the mission of: All Students Proficient Leaders, Readers, Writers, and Mathematicians Learning and Caring for a Purpose Across the Globe, in our Community, Schools, and Homes.
- Within the BWH program is our Brainiac's In Action ("BIAs") The focus is on training students to be leaders through team-based activities & collaboration. The 8 key strategies along with kindness is practiced as recess coaches or a structured leadership class.
- One to one Chromebook/iPad program for all grade levels (except TK).
- 2nd Session program to provide required enrichment classes for 3rd through 8th grades.
- Summer school program for at-risk and struggling students for every grade level, including robotics and enrichment classes.
- Saturday classes that provide extra sections of 3D printing, entrepreneurship, and digital animation.
- Partnership with Olive Crest Family Services to provide physical needs for families and students along with adult mentors (ILCS parents who volunteer) to support new single mothers in the region.

- Partnership with ESRI and University of Redlands to receive a National Science Foundation grant to develop and pilot spatial learning curriculum in primary grades.
- ILCS has maintained full capacity in each grade level and currently has over 700 students on a waitlist for entrance into the Charter School. ILCS retains 98% of its students from one school year to the next, demonstrating an impressive satisfaction level from parents.
- Middle school students have a competitive sports program as well as a robotics team.
- Pillars of Success program created and implemented to support teacher retention.
- Established Professional Learning Communities (“PLCs”)to drive instruction based on evidence of student learning.
- Teacher retention rates well above 90%.

The following table provides the measurable outcomes as described in the former charter document from 2015 and some vocabulary or verbiage may be outdated due to state level changes in programs such as ELPAC vs CELDT assessments. Appendix P provides the evidence for this section.

Success in Achieving Measurable Outcomes in the Prior Charter Term

Measurable Outcomes	Results
State Priority #1- Basic Services	
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.	Achieved: All core teachers hold valid CA credentials and English Learner. Authorizations. Data maintained at District.
100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	Achieved: 100% of pupils have complete access to standards aligned materials and additional instructional materials as outlined in charter petition. New digital resources are provided through <i>Pearson</i> curriculum and other providers.
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.	Achieved: Clean and safe facility as noted through surveys and inspection checklists. Appendix P.
State Priority #2- Implement CCSS	

Annually, 100% of teachers will participate in at least 30 hours of Professional Development and trainings in CCSS.	Achieved: All teachers receive in excess of 30 hours of PD a year in CCSS.
Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.	Achieved: 100% of EL students gained academic content knowledge as demonstrated by local benchmarks, state assessments and report cards.
100% of EL students will reach English language proficiency within 4 years of initial classification as an English learner through the implementation of the CCSS, and ELD curriculum and related instructional strategies.	Achieved: Data reveals that EL students average 1.5-2 years of ILCS instruction before reclassification. Appendix P.
State Priority #3- Parental Involvement	
Annually, the Inland Leaders Charter Schools Board of Directors will have, at minimum, two parent members.	Achieved: Board has maintained at least two parent members for every year of operation. Audit docs at District as evidence.
Annually, the advisory board will be made up of at least three parents who will meet monthly.	Achieved: Advisory board meets monthly and has become a part of the finance/LCAP committee. Agendas available upon request.
Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members.	Achieved: Surveys have over 25% participation. Last parent survey had 415 responses out of 721 households or 58%. Most recent LCAP survey had a 36% response rate. Appendix P.
At least three campus community events will be held throughout the academic year.	Achieved: More than three campus events have been held each year to include back to school nights, school orientation nights for interested students, grandparent's day, festivals, and others.
State Priority #4- Student Achievement	
Annually, at least 95% participation rate in the CAASPP statewide assessments; at least 73% 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.	Substantially Achieved: State data reports show greater than 95% participation rates. 15-16 school year SPED participation at lower than 95% but issue resolved in all years following. Currently ILCS is over 73% proficiency in math and ELA school-wide. Subgroups of EL and Low SED are not at 73% yet but well over state and district averages. Appendix P
100% of students, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education.	Not applicable; but current state dashboard demonstrates the strong growth of student achievement over the past 5 years.
50% of EL students will advance at least one performance level per the CELDT each academic year.	Substantially Achieved: 40% of EL students advanced at least one performance level per

	the ELPAC – The 50% objective not quite met. Appendix P.
At least 15% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.	Achieved: Average of 15% of EL students were reclassified as Fluent English Proficient annually. Varies from year to year. 65% of RFEP students perform at proficiency levels on the CAASPP statewide assessment in math and ELA. Appendix P
State Priority #5- Student Engagement	
Annual Average Daily Attendance will be at least 96%.	Achieved: ILCS averages over 96% ADA for every year of operation. District maintains this data.
90% of enrolled students will have fewer than three absences during any one school year.	Partially Achieved: Calpads reports state 76% of students are absent less than 5% of the year. 2.5% of students are considered chronically absent on 17-18 data (Ed-data.org). Well below District rate. Appendix P.
98% of the school classes will be comprised of students who enrolled at Charter School the prior academic year.	Achieved: Site based data indicates that 97-98% or greater of students return to ILCS from previous years.
State Priority #6- School Climate	
Annually, 1% or fewer of all enrolled students will be suspended	Achieved: ILCS suspends at a rate near 1% as noted on Calpads reports
Annually, 1% or fewer of all enrolled students will be expelled.	Achieved: no expulsion for twelve years of operation.
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.	Achieved: Safety training has been provided on-site and online for staff annually. Students have participated in monthly safety drills with an emphasis on intruder drills trauma first aid.
Annually, at least 95% of students and families will be retained. Enrollment waiting list will be comprised of at least 300 students wishing to enroll in the school.	Achieved: Greater than 95% of students return from the previous year. Currently there are 723 students on a waitlist. Appendix Q.
State Priority #7- Course Access	
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.	Achieved: All students have access to all courses provided including students with severe needs as part of our inclusion program.
State Priority #8- Other student outcomes	
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 ELA.	Partially achieved: school-wide 73 % of students are proficient or higher on state assessments in ELA. Sub-groups have not reached 75% proficiency yet but are showing strong gains.

Students performance will be assessed through the CAASPP in grades 3 rd -8 th grade as well as the use of curriculum-embedded assessments, Illuminate assessments, and schoolwide benchmark assessments given at each trimester (mathematics).	Achieved: Student performance has been assessed and analyzed each trimester through various assessment measures including IABs.
Annually, 75% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency (social sciences) through formal assessments.	Achieved: Report card data and assessments demonstrate that over 75% of all students demonstrate proficiency in the social sciences.
Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency (science) through formal assessments.	Achieved: Prior state science tests (CSTs) demonstrate 83% proficiency in 5 th and 8 th grades. Chart on page 31.
ILCS will hold a minimum of three public displays of student work in the visual and performing arts.	Achieved: public displays of student art is ongoing and all students take visual arts in 5 th grade as a mandatory course.
Use of Physical Education schedules to indicate the required amount of minutes were provided.	Achieved: All students in K-8 receive the mandatory instructional PE minutes. Evidenced by school schedule.
Students will be provided with specific health and nutrition lessons through their PE classes and science.	Achieved: All students receive health and nutrition classes through their PE course. All 8th grade students receive instruction as mandated by the Healthy Schools Act in their science courses.
Students will demonstrate mastery of the grade level expectations for Spanish instruction.	Achieved: All students in K-8 attend weekly Spanish courses to meet mastery levels. Evidenced by school schedule.
100% of all students seeking to participate in the elective courses (applied art) will be provided at least one viable option through on-line courses, CHC, or ILCS.	Achieved: All students in grades 4-8 seeking to attend the applied arts course are provided on campus (3d printing, graphic design, product development) and for students who desire further instruction summer and Saturday classes are provided.
100% of students will participate in the <i>Positive Action</i> leadership curriculum on a weekly basis.	Partially Achieved: <i>Positive Action</i> curriculum was replaced with the ROAR program to establish clear behavior expectations and lessons adapted from the PBIS model.
100% of all students will demonstrate community service through a public presentation of their project.	Achieved: 100% of all students completed a community service project. Students who did not complete the project were given more time to do so as reported by teachers.

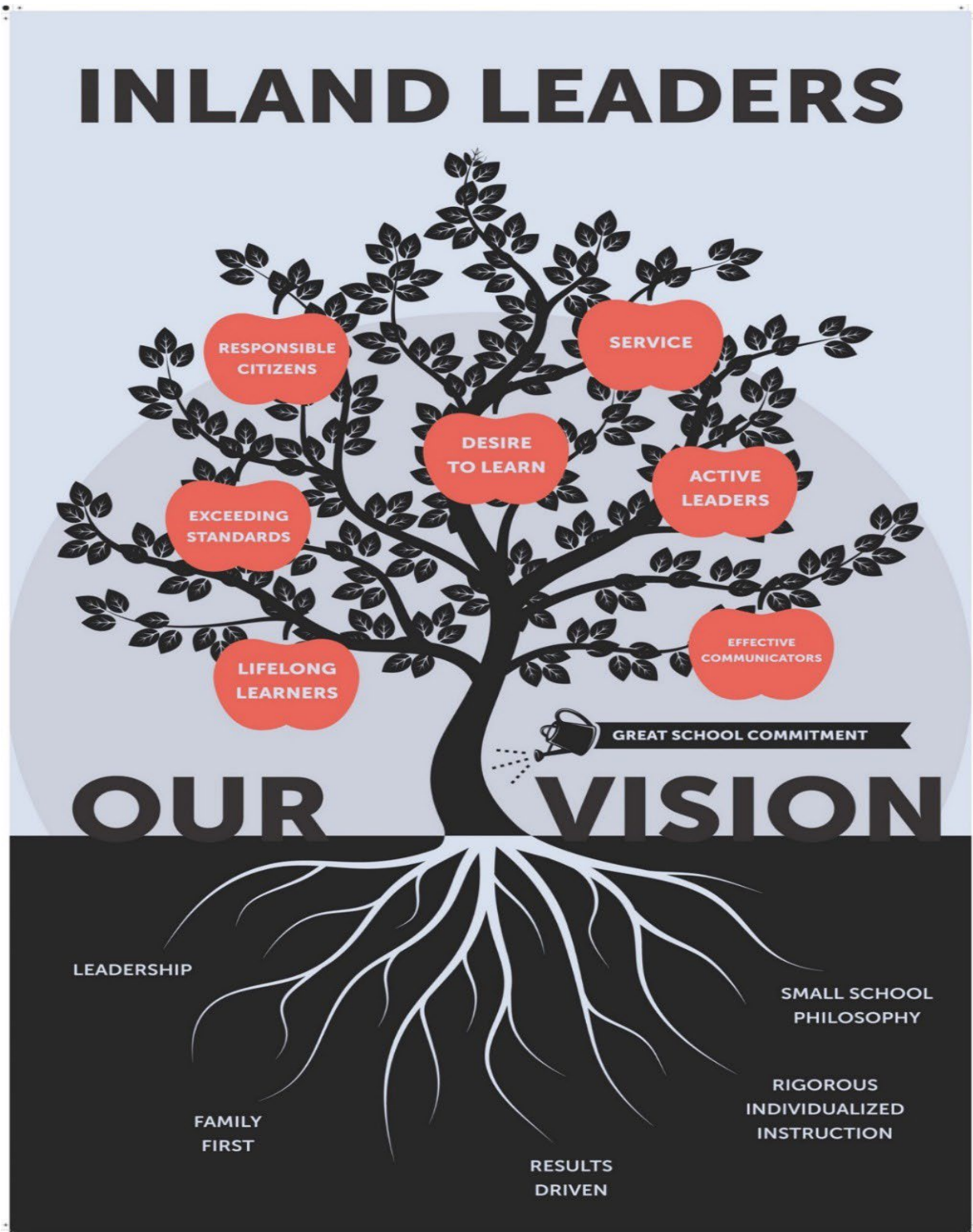
Annually, 98% of students will demonstrate a high satisfaction rate with the school culture and the desire to attend school each day.

Partially Achieved: Student surveys show a strong satisfaction on the part of students with the overall culture of the school, but not quite to 98%. **Appendix Q.**

More documentation that aligns with the measurable outcomes is provided throughout the petition. In addition to these measurable outcomes, ILCS provided a reasonably comprehensive description of its goals, actions, and measurable outcomes in the state priorities, which are reflected in our Local Control and Accountability Plan, as described in Elements 1 and 2.

As a part of the WASC process, ILCS developed and implemented the use of the Expected School-Wide Learning Results (ESLRs) or Student Learning Outcomes (SLOs). These goals were developed by the staff and parents to reflect the philosophy and expectations of students who undertake the program at ILCS. The SLOs are posted in every room on campus and reviewed with parents during back to school nights and conferences. The ESLRs/SLOs are attached in **Appendix S.**

Inland Leaders Graphic of Philosophy and Schoolwide Learner Outcomes



Fulfillment of Legislative Intent for Charter Schools

Education Code Section 47601

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

- *Improve Pupil Learning:* ILCS uses the California State Standards (including the Common Core State Standards, Next Generation Science Standards, and the California Content Standards), parent involvement, flexible schedules and groupings in order to improve pupil learning. Special emphasis is placed on high standards, public service, foreign languages, leadership training, progress monitoring, and the application of learning for continuous improvement.
- *Encourage the use of different and innovative teaching methods:* ILCS has implemented an innovative instructional program centered on individualizing instruction in achievement-centered groups. Instruction is a balance of constructivist and mastery learning techniques.
- *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving:* ILCS uses small class sizes, flexible class groupings, extended days 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 are provided interventions through pre/re-teaching sessions. Furthermore, all students are monitored closely as described in the assessment sections of this document.
- *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:* In order to ensure continuity and a comprehensive learning program through collaborative instruction and ongoing assessment of the stakeholders in the Charter School, there are extensive teacher, staff, and parent training, with a focus on data and accountability to clear, measurable objectives. Teachers are given ample time to collaborate in the afternoons once students return home. Teachers hold a critical role in the development of the curricular program and are responsible for its development and implementation. They are given the power to create and develop new ideas for student learning based on individual student needs.
- *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system:* ILCS meets a great need in the Yucaipa Valley to provide an alternative to the traditional classroom. Parents and founders are excited to bring the PACE model to the Inland Empire and re-engage parents who have distanced themselves from public schools.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that ILCS meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b):

Analysis of Charter Renewal Criteria – School wide

ILCS has exceeded the required thresholds for renewal as indicated by the charts and data in this section. ILCS’s CAASPP data indicates that student proficiency has significantly increased for the last five years in both English Language Arts and mathematics, and in each of every year amidst an increasingly diverse population, ILCS students have scored higher than its comparison schools and the District. Therefore, ILCS has exceeded the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

ILCS’ outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

FIGURE 1- STATE TEST DATA

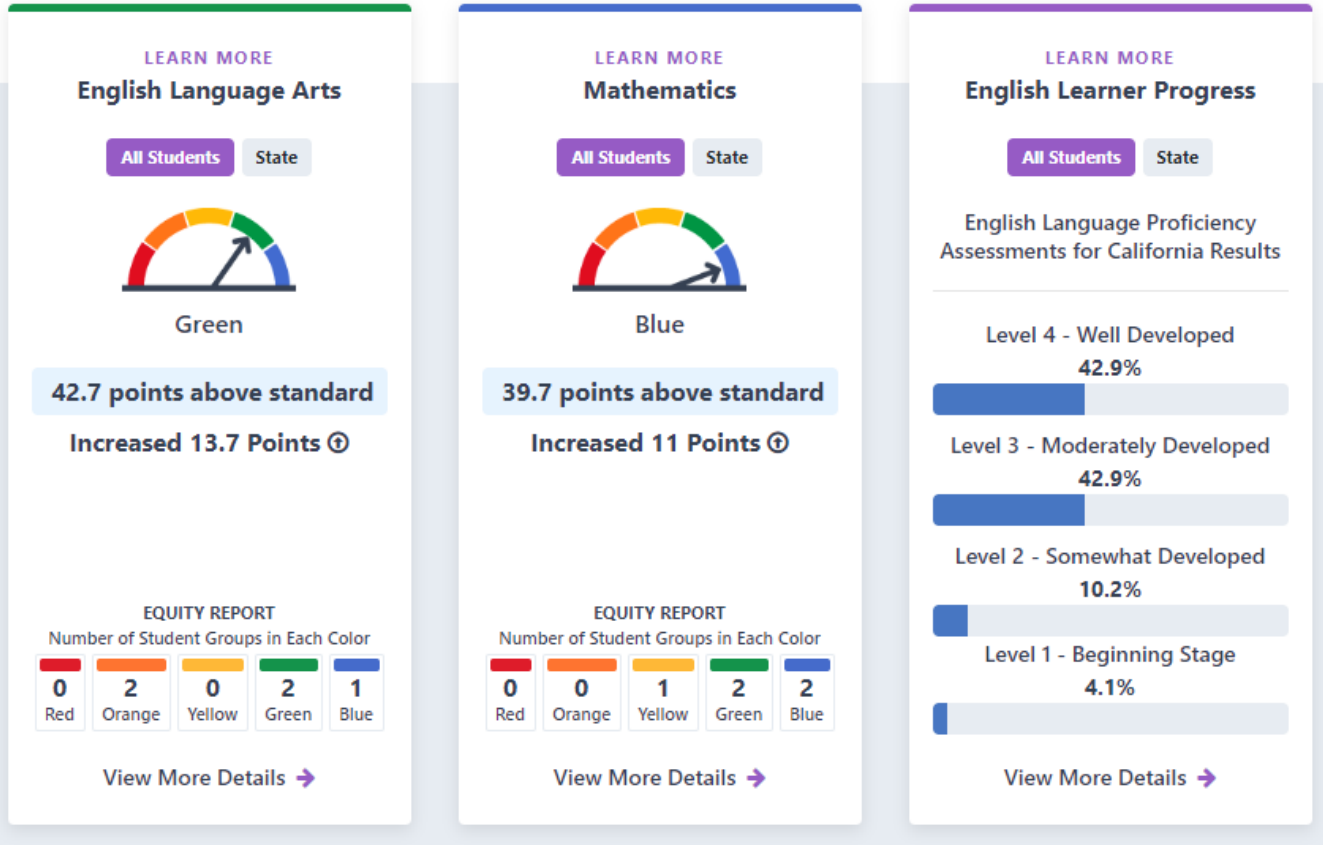
The graphs and data provided on the next several pages demonstrate five years (2015-2019) of public California Assessment of Student Performance and Progress (CAASPP) data acquired from www.cde.ca.gov. The data for ILCS demonstrates that:

- Currently (2019), 73% of ILCS students have attained proficiency schoolwide (defined as meeting or exceeding standards) in both ELA and mathematics.
- The population of students assessed with SBAC has increased over 5 years including the sub-groups of special education, socioeconomically disadvantaged, and English Learners.
- The percentage of students exceeding standards for mathematics for “all students” have more than doubled over 5 years.
- The percentage of students exceeding the standards for ELA scores for “all students” have nearly doubled over 5 years.
- The percentage of “all students” scoring “standard not met” in ELA has steadily declined over 5 years.
- The percentage of “all students” scoring “standard not met” in mathematics has steadily declined over 5 years.
- ILCS has maintained a significant margin of proficiency in ELA & mathematics relative to the state of California and YCJUSD over 5 years.
- ILCS Proficiency in ELA and mathematics for students with disabilities has dramatically increased over 5 years and maintains a significant margin over proficiency demonstrated by California and YCJUSD.
- ILCS Proficiency in ELA for economically disadvantaged students has increased 10% over 5 years, and maintains a significant margin over proficiency demonstrated by California and YCJUSD.
- ILCS Proficiency in mathematics for economically disadvantaged students is more than double the proficiency demonstrated by California and YCJUSD.
- ILCS has grown to create a significant margin of proficiency in ELA & mathematics for English Learners relative to California and the YCJUSD over 5 years.

- ILCS Proficiency in mathematics for grades 6th-8th (middle school) has held a significant margin over Park View, Mesa View, & CECA over the last 5 years.
- ILCS Proficiency in ELA for grades 6th-8th (middle school) has held a significant margin over Park View & Mesa View over the last 5 years
- ILCS Proficiency in ELA for grades 6th-8th (middle school) has grown over the last 5 years, exceeding local district performance in 2019.
- ILCS Proficiency in mathematics for grades 3rd-8th has held a significant margin over state and district for the last 5 years.
- ILCS Proficiency in ELA for grades 3rd-8th has exceeded CECA's performance results for the last 3 years.

ILCS 2018 Dashboard (all students)

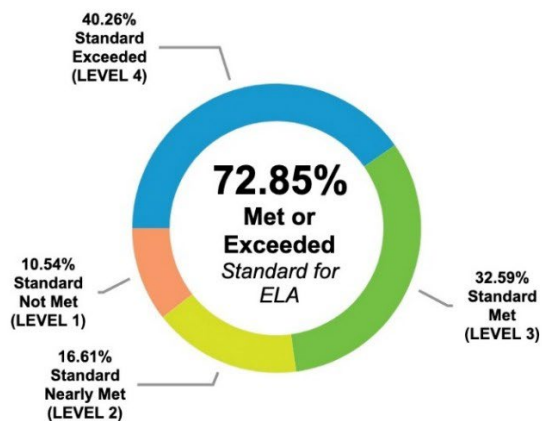
Inland Leaders Charter



ILCS 2019 CAASPP Scores (all students)
(rounded to 73% within document)

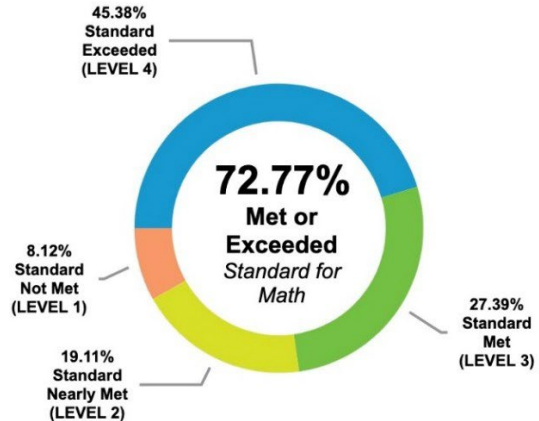
ELA

Percent of students within each achievement level



Mathematics

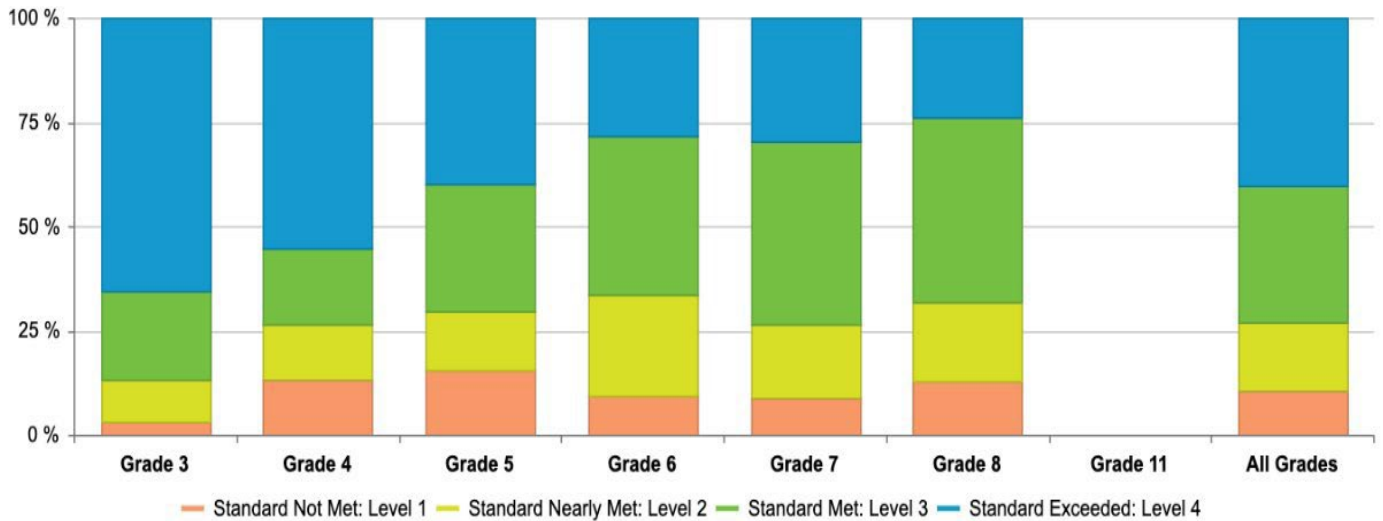
Percent of students within each achievement level



2018–19 Detailed Test Results

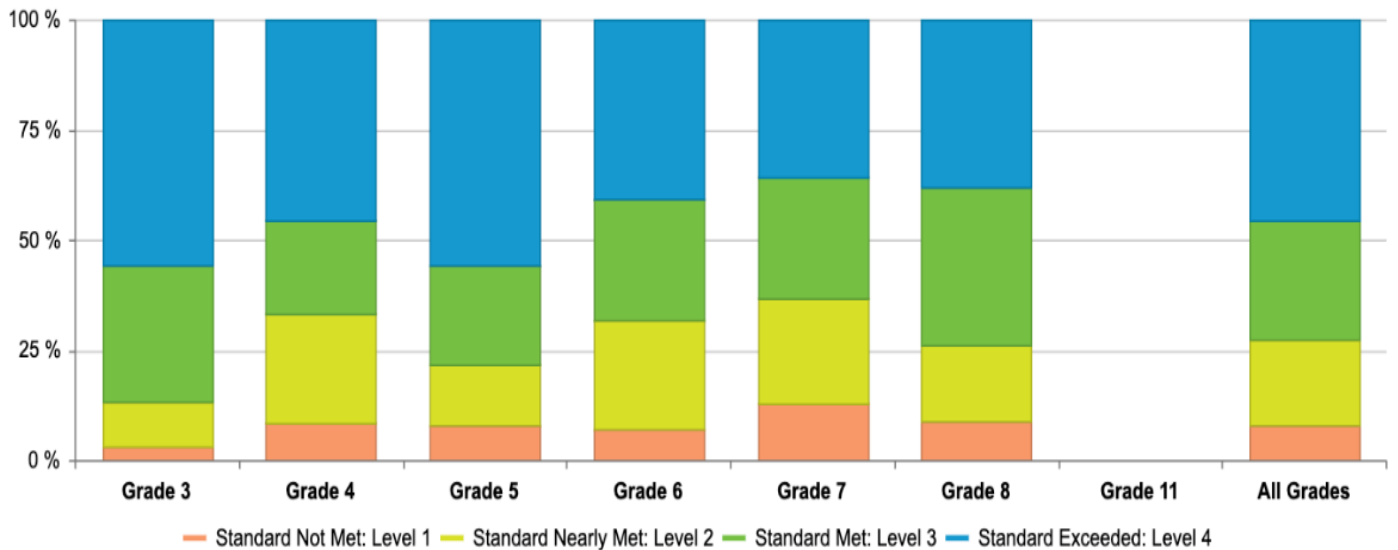
ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

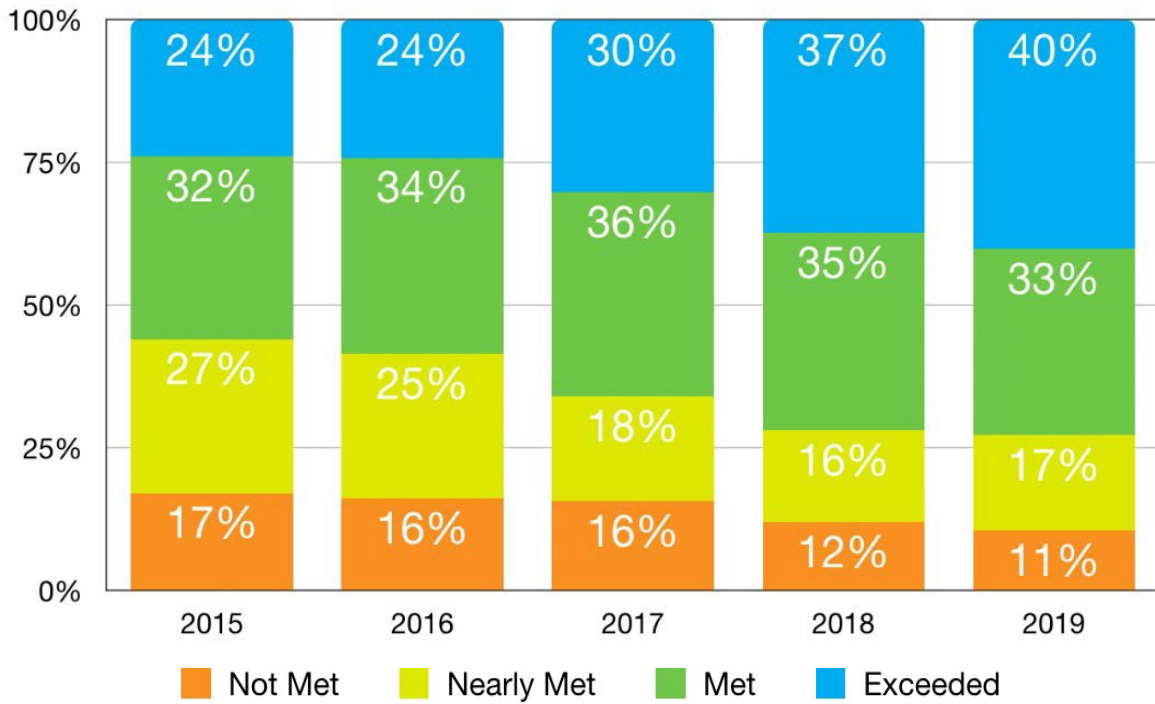


MATHEMATICS

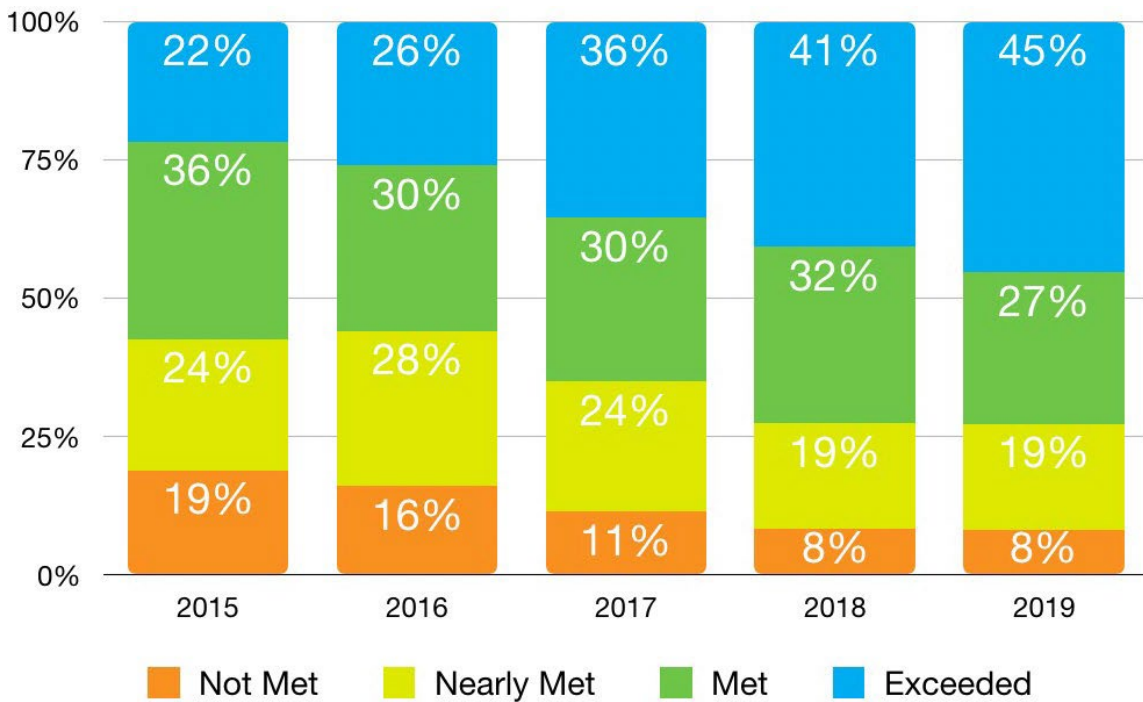
Achievement Level Distribution



ILCS CAASPP Scores 2015-2019 (change over time)
English Language Arts (all students)

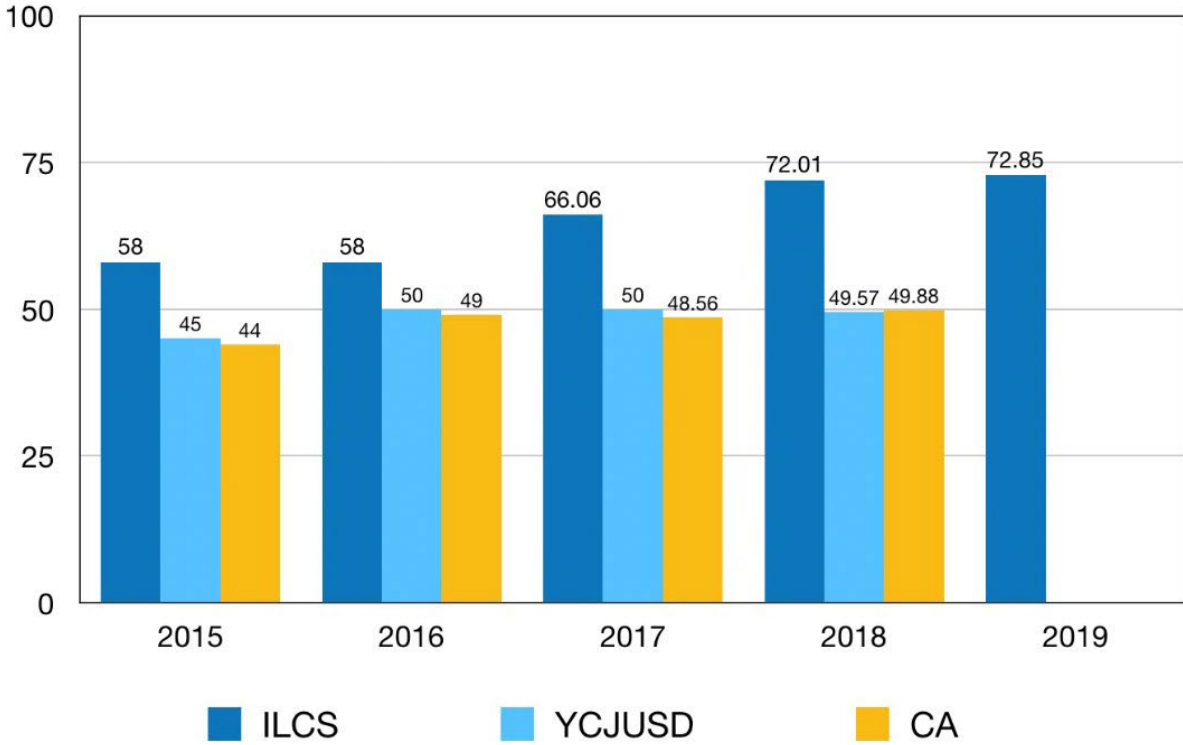


Mathematics (all students)

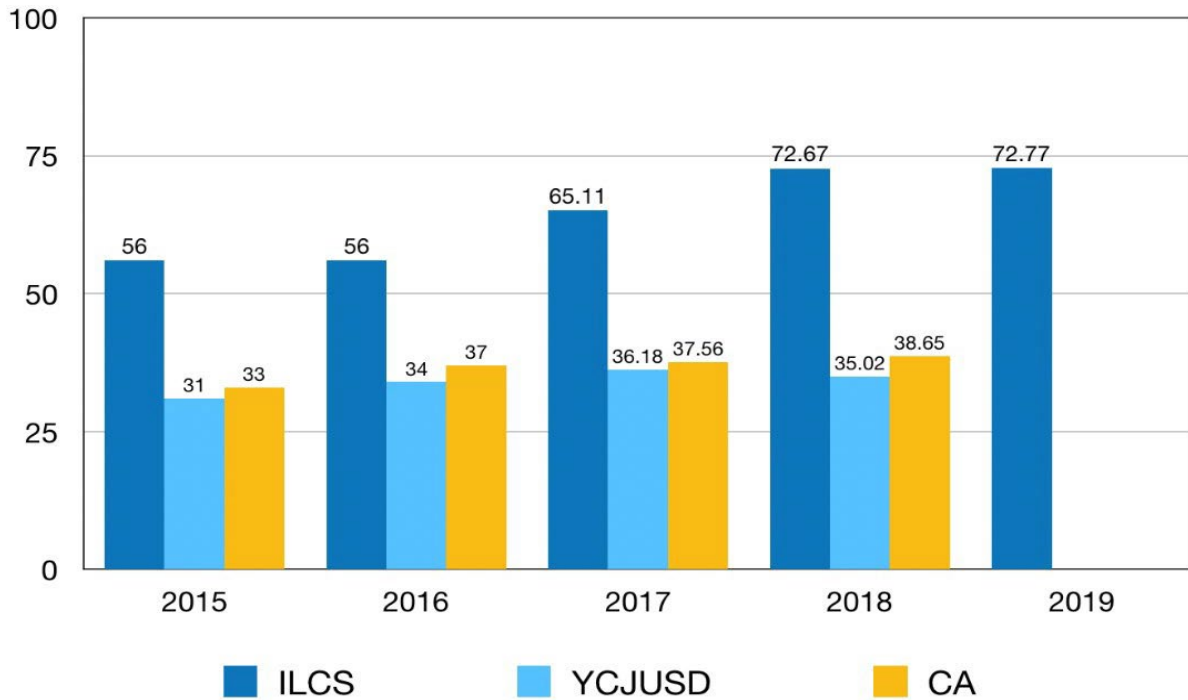


CAASPP Percent Proficient Comparison 2015-2019 (all students)

English Language Arts

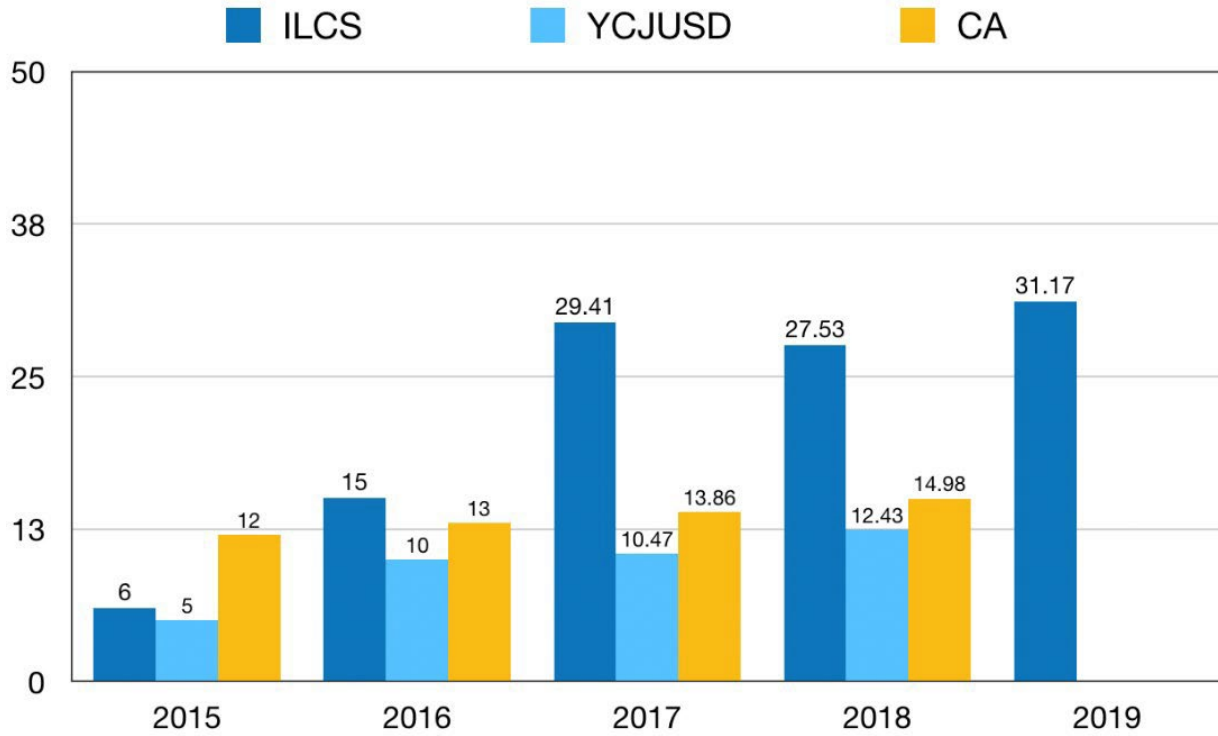


Mathematics

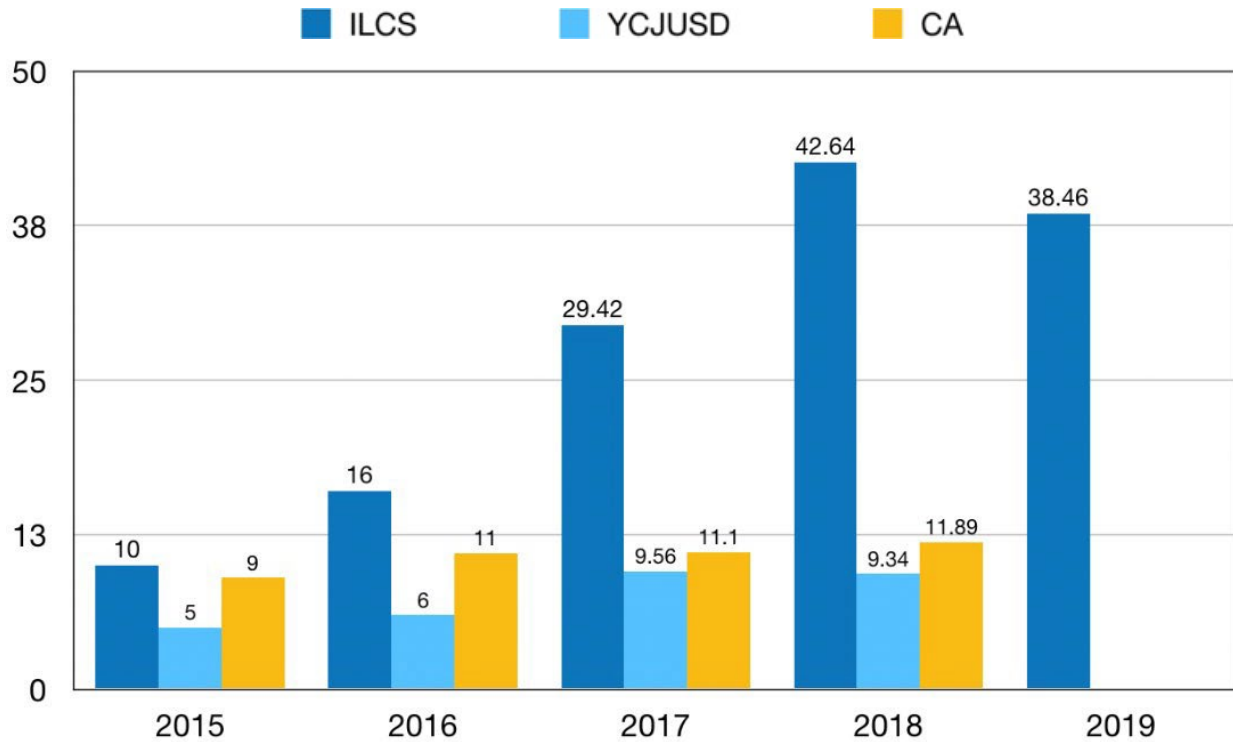


CAASPP Percent Proficient Comparison 2015-2019 (subgroups)

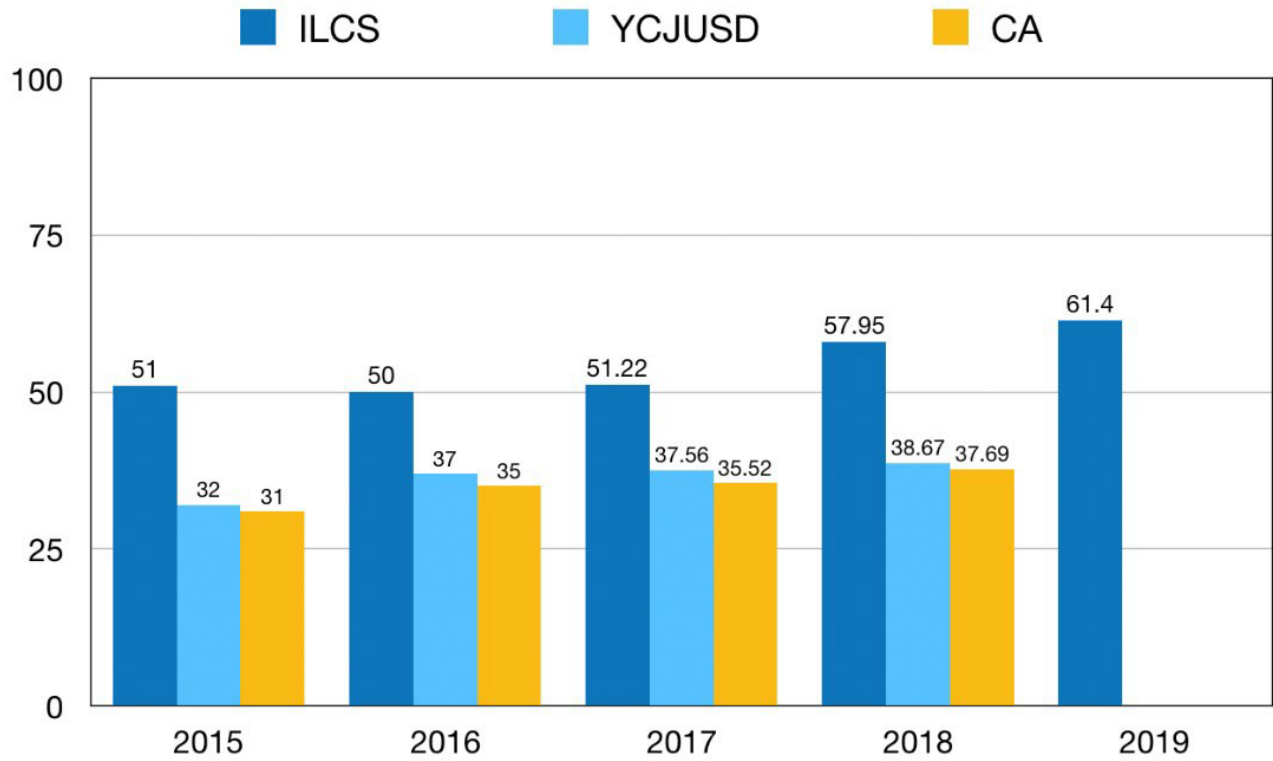
English Language Arts (Students with Disabilities)



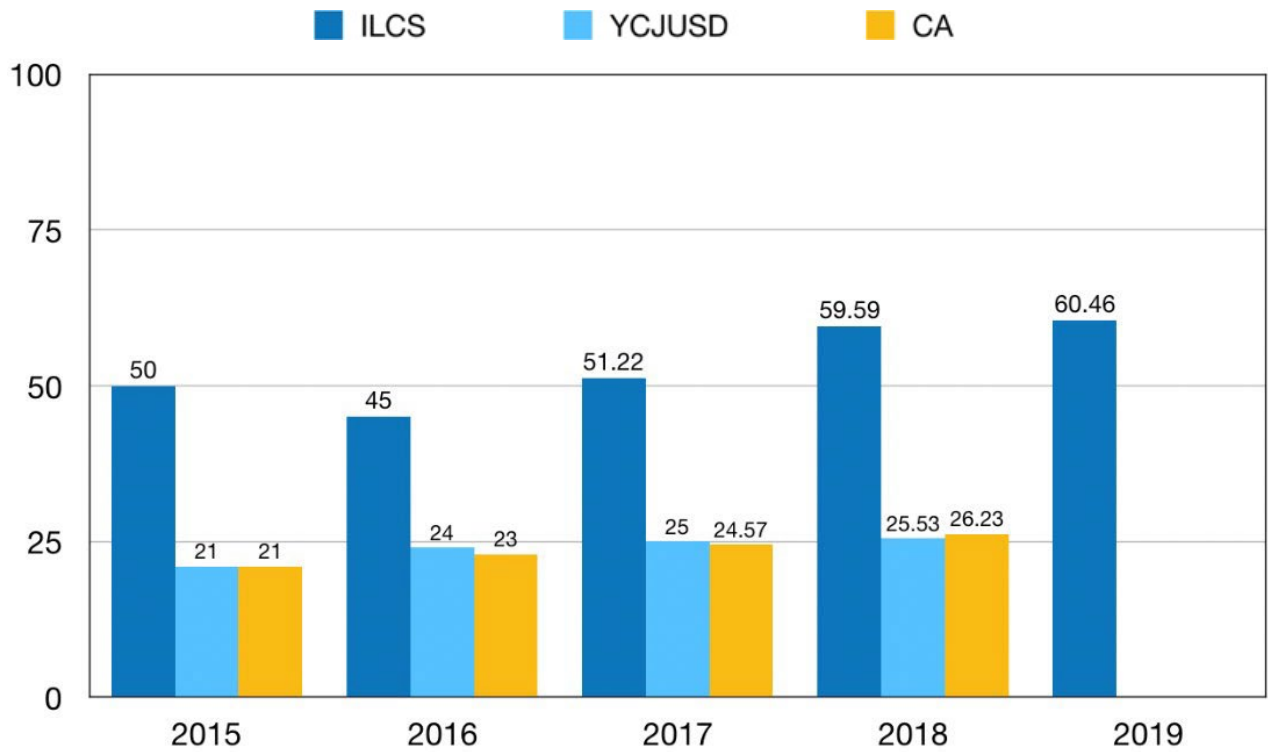
Mathematics (Students with Disabilities)



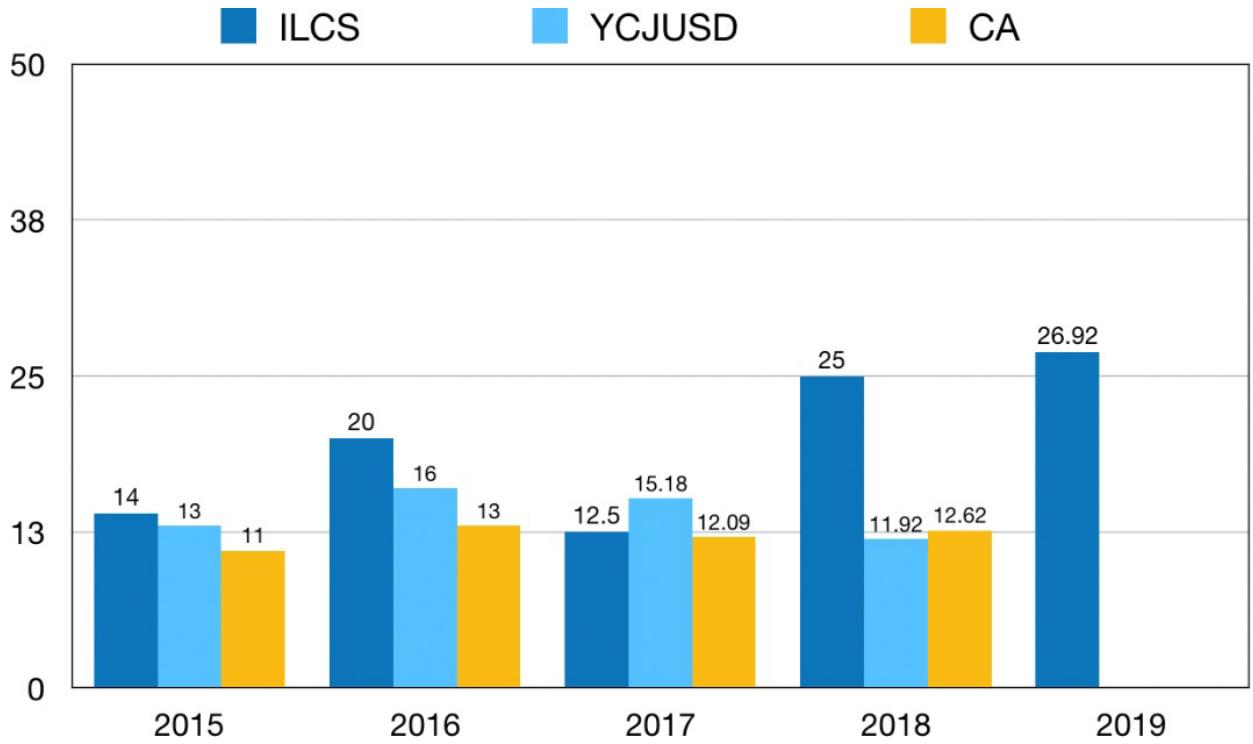
English Language Arts (Economically Disadvantaged)



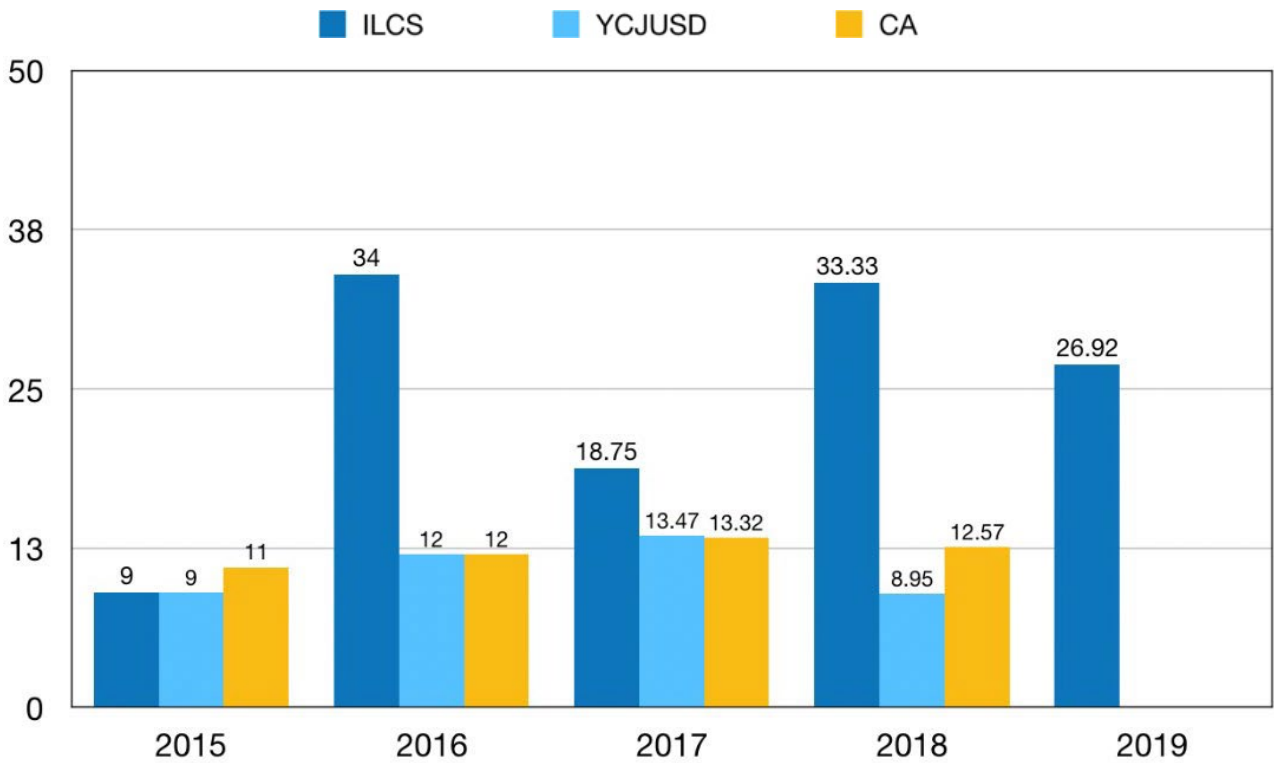
Mathematics (Economically Disadvantaged)



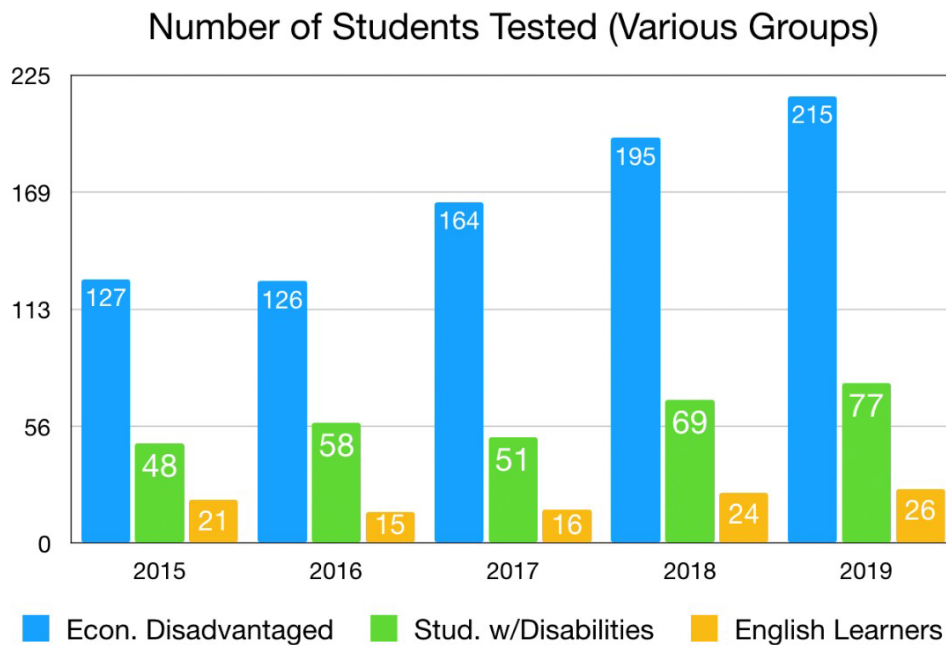
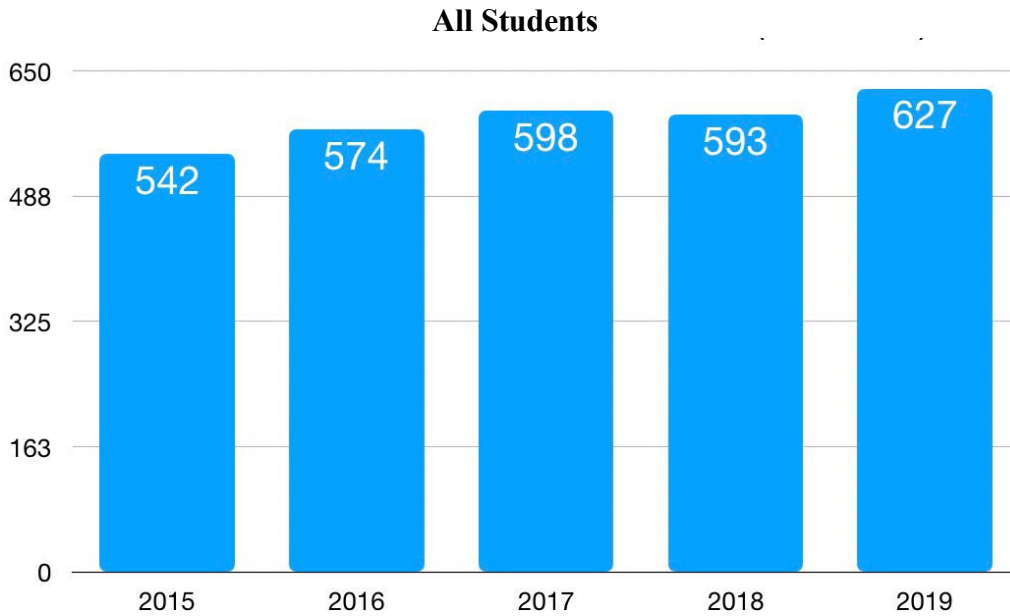
English Language Arts (English Learners)



Mathematics (English Learners)



Numbers of ILCS Students Tested (CAASPP 2015-2019)



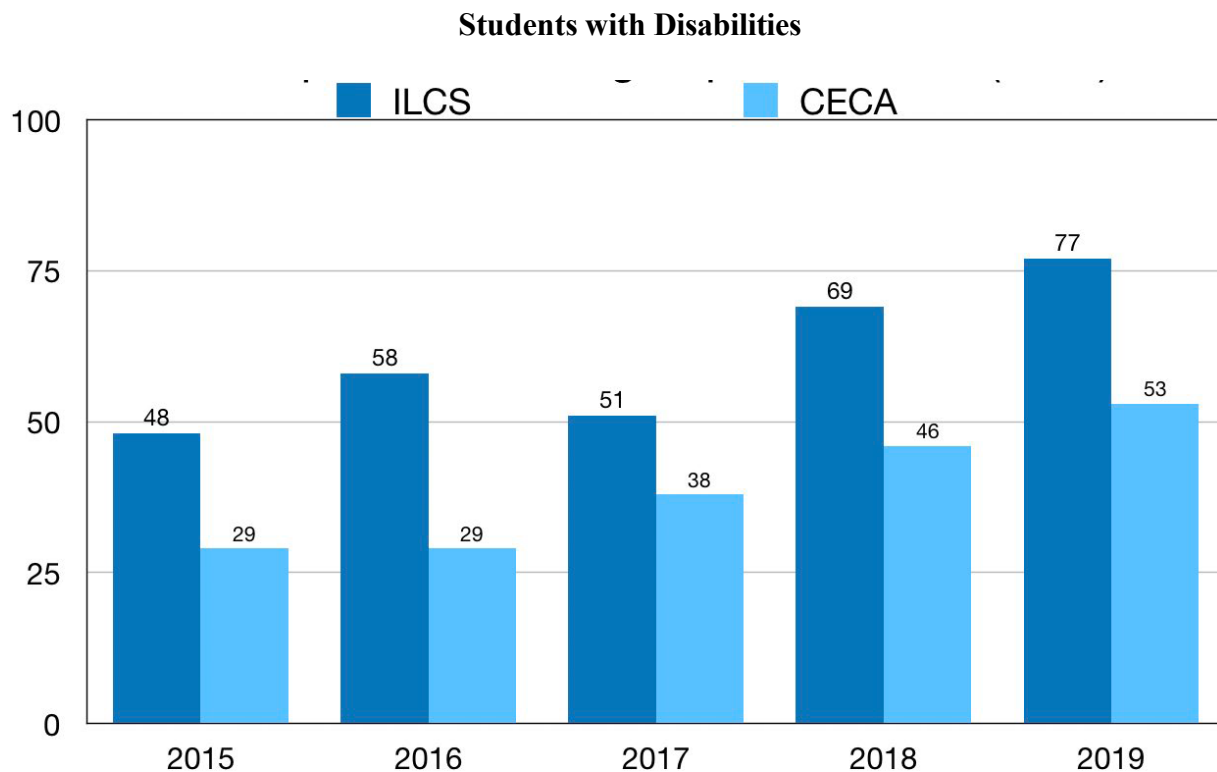
Analysis of Comparison Schools Data (Education Code Section 47607(b)(4))

The data that follows demonstrates that ILCS has performed at least equal to the academic performance of the public schools that ILCS students would otherwise have been required to attend, as well as the academic performance of the demographically similar schools in the District.

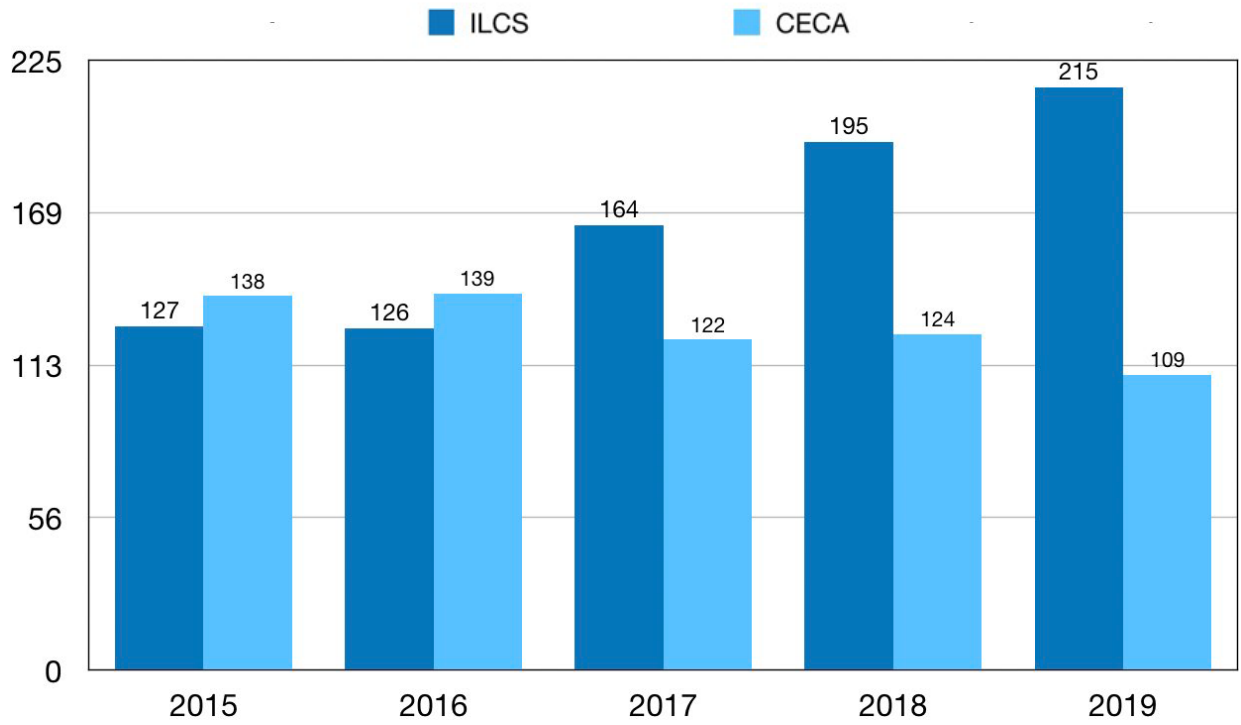
Competitive Edge Charter Academy is a demographically similar school in the District, and ILCS students have performed at least equal to the academic performance of the students at CECA, as demonstrated below.

CECA has tested, on average, 445 students in grades 3rd-8th per year from 2015-2019. ILCS has tested an average of 587 students in grades 3rd-8th per year from 2015-2019. The following graphs display three subgroups of students assessed. While CECA assessed less students in each subgroup, in comparison to ILCS, the percent of students assessed relative to the total student population of each school is similar.

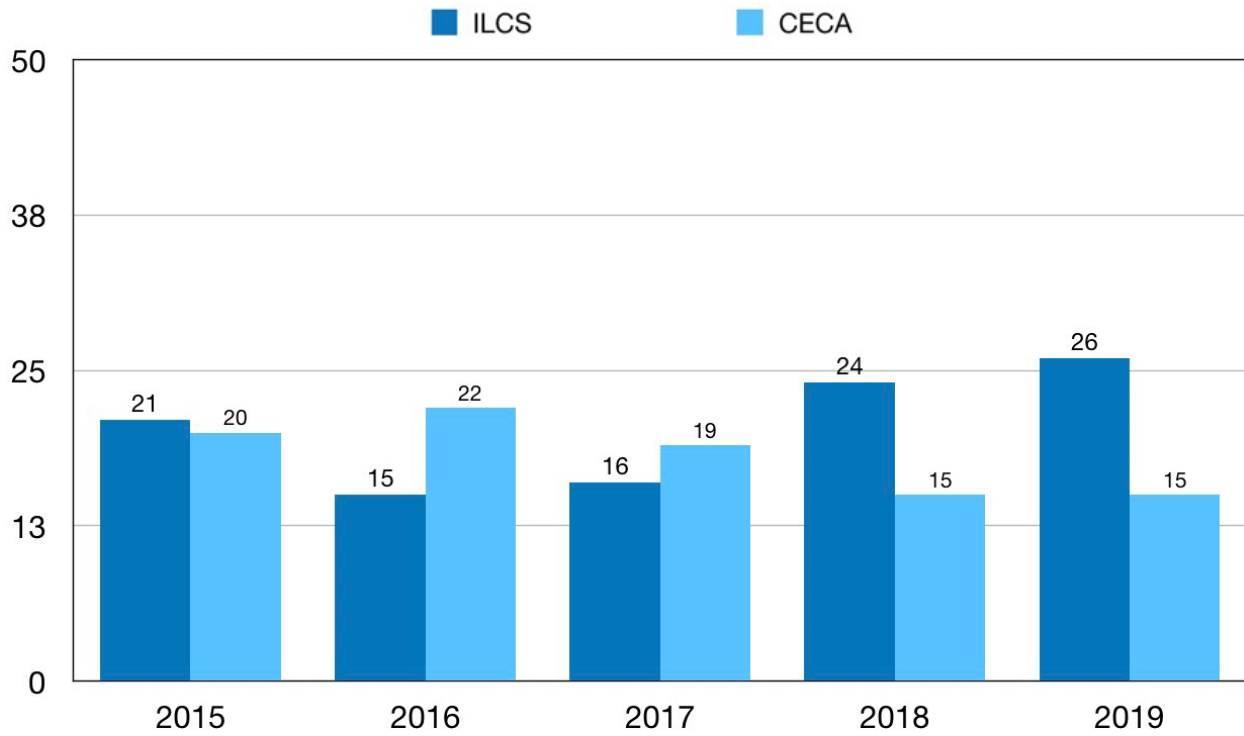
It is clear that this data provided by www.cde.ca.gov indicates that the population for students with disabilities is increasing at a similar rate at both ILCS and CECA. The number of economically disadvantaged students is significantly increasing at ILCS, but decreasing at CECA, with nearly double the number of students assessed in this subgroup at ILCS. While the English Learner population at both schools is small, the population at ILCS is also increasing while the population at CECA is decreasing.



Economically Disadvantaged



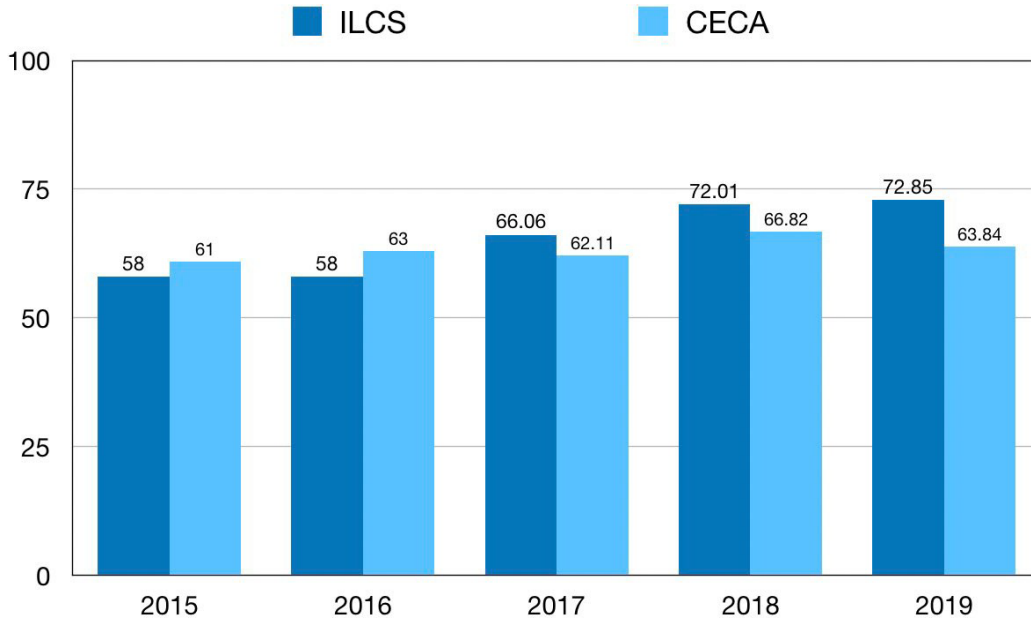
English Learners



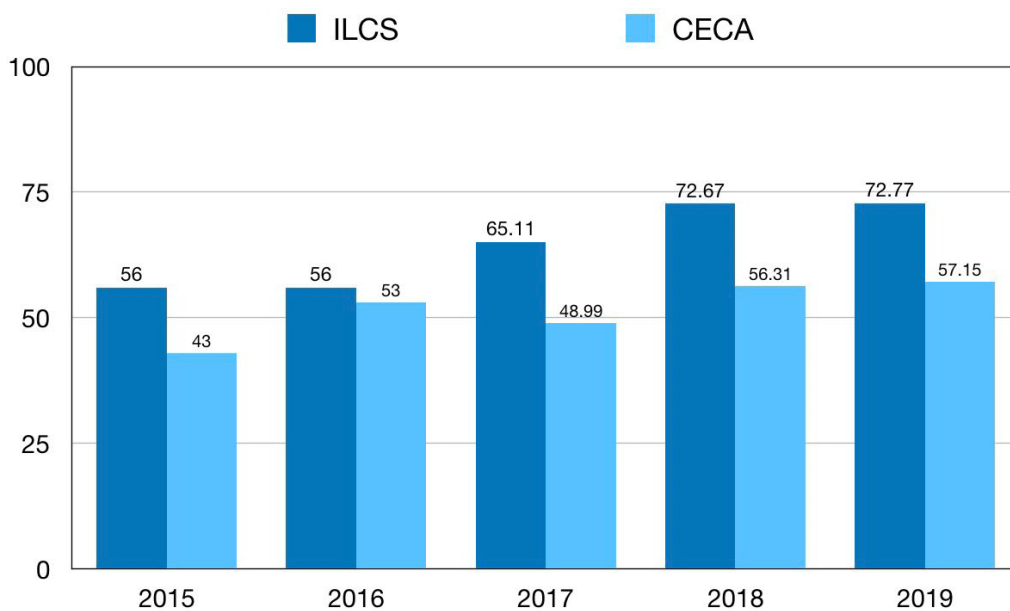
The following graphs display data provided by the California Department of Education in an effort to compare “all students” proficiency between ILCS and CECA over the course of 2015-2019. ILCS and CECA maintain a similar composition of student population, as reflected above, and are the only K-8 public charter schools in the city of Yucaipa.

Proficiency Comparisons (CAASPP 2015-2019)

English Language Arts



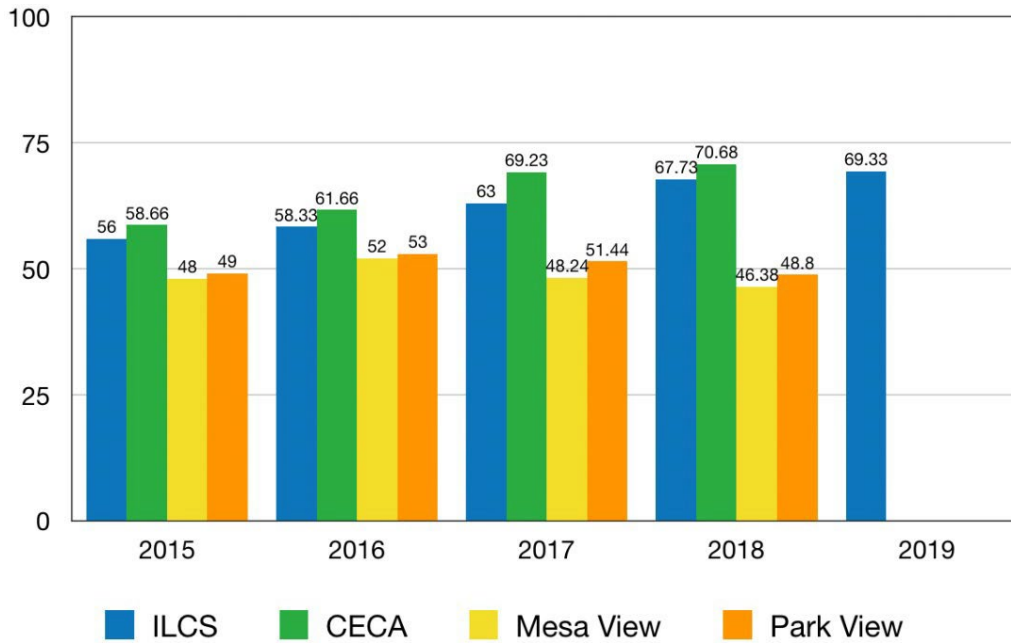
Mathematics



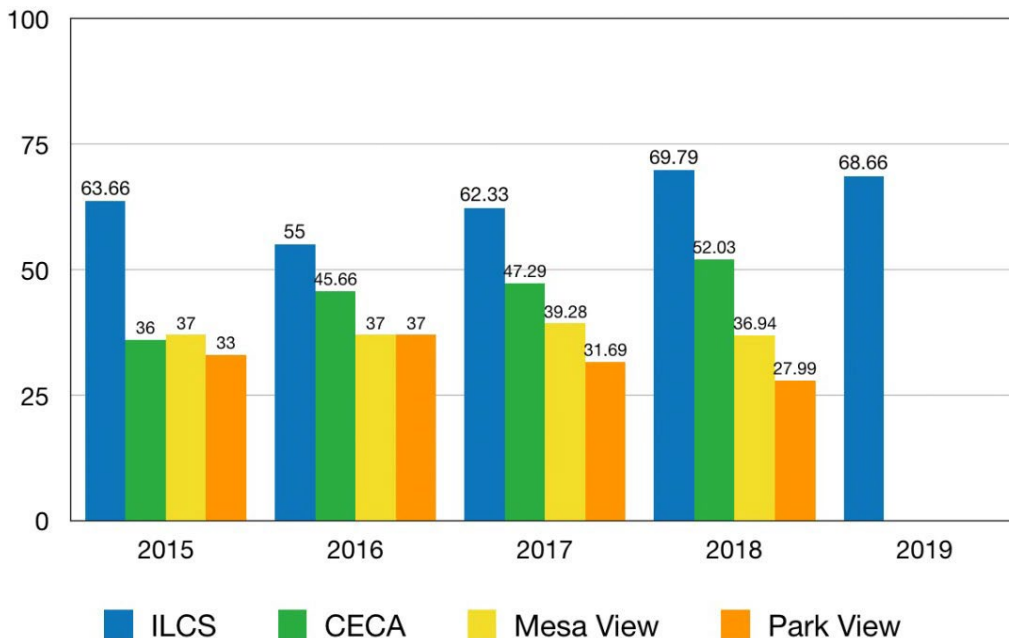
In addition to CECA, ILCS has identified two other comparison middle schools in the District, Mesa View and Park View. A comparison of CAASPP proficiency of the percentage of students meeting or exceeding standards is reflected below.

Middle School Proficiency Comparisons (CAASPP 2015-2019)

English Language Arts

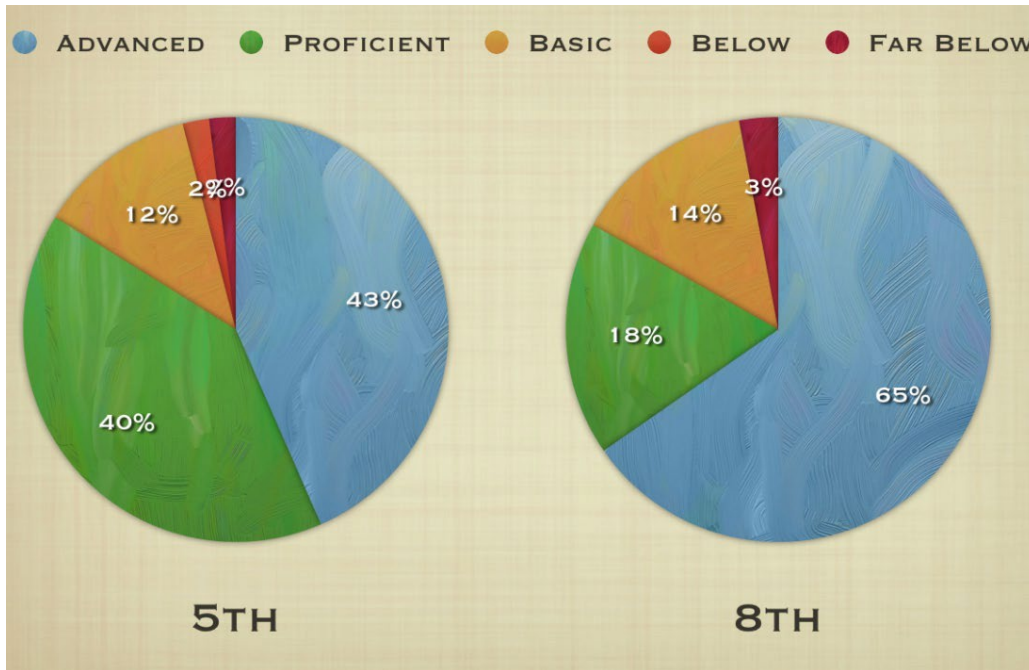


Mathematics



2016 was the final year of the CST for science. Since then, the California Science Test (CAST) has been given as a pilot (2017) and field test (2018/2019). The CST performance for ILCS in 2016 offers a proficient/advanced cohort of 83% for both 5th grade and 8th grades, with the largest cohort of students in the advanced range. See following graph.

Science Proficiency (CSTs 2016)



The California Charter Schools Association (“CCSA”) Accountability Report indicates ILCS is performing above minimum performance thresholds for the charter renewal criteria and attaining the highest level rankings for similar student population comparisons.

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2017-2018

Inland Leaders Charter (Yucaipa-Calimesa Joint Unified)

This school performed above CCSA's minimum threshold for 2018. Renewal Date: June 30, 2020

PERCENTILE:
Schools must be above the 5th percentile on the DFS measure.



Percentile

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.



State Rank



Target: 4 out of 10

This school was at/above the target
3 out of 3 year(s),
meeting the standard for this metric for 2018.



Similar Students Rank



Target: 4 out of 10

This school was at/above the target
3 out of 3 year(s),
meeting the standard for this metric for 2018.



3 Year Growth



This school's DFS changed by
28 points,
meeting the 2018 target of 12 points.



California Charter Schools Side by Side Comparison Association

SELECT SCHOOL 1:

Inland Leaders Charter - Yucaipa (0114256)

State Rank

Similar Students Rank

Growth

A-G Rate

School Type: Charter
Total students: 964
Grades served: K-8

12375 California Street
Yucaipa, CA 92399-4403
Authorizer: Yucaipa-Calimesa Joint Unified
Open Date: 08/27/2007

9

10

27.8

SELECT SCHOOL 2:

Competitive Edge Charter Academy (CECA) - Yucaipa (0124032)

School Type: Charter
Total students: 672
Grades served: K-8

34450 Stonewood Drive
Yucaipa, CA 92399-6852
Authorizer: Yucaipa-Calimesa Joint Unified
Open Date: 08/18/2011

8

7

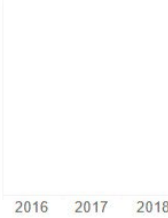
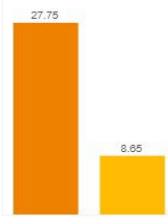
8.7

State Rank

Similar Students Rank

Growth

A-G Rate



SCHOOL KEY

Competitive Edge Charter Academy (CECA)

Inland Leaders Charter

+ a b l e a u



Demographically Comparable Schools

Number of Similar Schools - Slide right to add schools, left to reduce

Comparison School

Inland Leaders Charter (Yucaipa) 0114256

Grade Span

(All)

Physical District

(All)

School	Similar Students Rank	State Rank	DFS 3 Year Growth	A-G Rate	4 Year Grad Rate
Inland Leaders Charter	10	9	27.8		
Almondale Elementary	7	8	44.1		
Atascadero High	3	8	-14.0	40%	95%
Barnett Elementary	4	7	-7.3		
Blossom Valley Elementary	9	9	19.9		
Branch Elementary	4	9	7.8		
Calavera Hills Middle	7	8	1.8		
Cambridge Heights Elementary	6	8	-9.3		
Chapman Heights Elementary	4	7	-0.1		
Colony Oak Elementary	5	8	-3.1		
Competitive Edge Charter Academy	7	8	8.7		
Coyote Valley Elementary	5	8	10.3		

Distribution on State Rank and Similar Students Rank



Enrolled Demographics of Comparable Schools

School	African American	White	Latino	Asian	SD*	English Learner	SWD**
Inland Leaders Charter	1%	70%	27%	1%	32%	5%	12%
Almondale Elementary	2%	54%	36%	2%	29%	4%	13%
Atascadero High	1%	62%	28%	2%	34%	5%	10%
Barnett Elementary	0%	65%	26%	0%	30%	10%	13%
Blossom Valley Elementary	1%	67%	26%	1%	23%	6%	14%
Branch Elementary	0%	70%	23%	1%	25%	5%	12%
Calavera Hills Middle	2%	51%	33%	7%	30%	4%	12%
Cambridge Heights Eleme..	2%	68%	19%	2%	32%	8%	11%
Chapman Heights Element..	1%	52%	42%	2%	38%	6%	11%
Colony Oak Elementary	0%	65%	28%	2%	30%	12%	9%
Competitive Edge Charter ..	1%	63%	31%	2%	24%	4%	10%
Coyote Valley Elementary	0%	71%	23%	0%	22%	0%	13%

*Socioeconomically Disadvantaged
**Students with Disabilities



As clearly demonstrated above, ILCS students' academic performance has been steadily increasing over the past charter term. ILCS students' academic performance has also been at least equal, if not better, than the comparison schools identified. Thus, ILCS clearly meets the applicable charter renewal criteria, pursuant to Education Code Sections 47607(a)(3), 52052(f), and 47607(b)(4).



Educational Program (Element 1)

Governing Law: 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)*

Governing Law: 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 paragraphs (2) to (8), inclusive of subdivision (d) of Section 52060, that apply for the grade levels served 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)*

Vision

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

Mission

ILCS is committed to providing a world-class education for students that will equip them with the critical 21st century skills necessary to be successful leaders in life. This will be accomplished by:

- *Providing a safe and structured environment*
- *Ensuring high expectations for all stakeholders (parents, students, staff)*
- *Implementing innovative practices, rigorous curriculum, and character training*
- *Creating strong partnerships with parents and community members*

Middle School Program

ILCS serves students in transitional kindergarten through eighth grade. The middle school program is detailed in depth in the course guides and middle school documents in [appendix C](#). ILCS currently has four seventh grade classes and four eighth grade classes. ILCS seeks to keep middle school students on campus with the elementary school students as allowed by budgetary and facility constraints. The middle school program has expanded over the past charter term and continues to build on the values of leadership and quality.

The educational program for the seventh and eighth grades reflects the best practices encompassed in *Taking Center Stage Act II* published by the California Department of Education. This guiding document published online by the California Department of Education was used extensively during the planning of the middle school program and outlines the focus areas to a successful middle school: academic excellence, developmental responsiveness, social equity, and organization processes each of which is explained in the narrative to follow.

Academic Excellence

In the area of academic excellence, ILCS holds high expectations and provides numerous avenues of support so that each middle school learner succeeds. Each student is expected to be a leader on campus and support elementary students on the same campus with leadership and character education throughout the school year. ILCS uses applicable state standards, including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and other applicable state content standards (hereinafter, collectively referred to as the “State Standards”), frameworks, aligned instructional materials, and common formative and summative assessments as the coherent foundation for rigorous curriculum and instruction. Students in the middle school grades follow the State Standards in the core academic areas of math, science, social studies, and science. Students are also instructed using the State Standards in physical education, health education (e.g., AIDS, drugs, social issues) and foreign language (e.g., Spanish). This rigorous program is balanced with a strong intervention program designed to support at-risk students through free after-school classes and tutoring time targeted at students who require extra support in math and reading. ILCS has offered numerous hours of additional support for students with the “Success Academy” program and summer session. This program addresses both skill deficiencies and social-emotional issues such as motivation or trauma.

Middle school students are engaged with challenging lessons and opportunities to think critically and demonstrate their learning in a variety of ways. Differentiated strategies deliver standards-based, grade-level instruction that reflects individual student needs. Individual students' progress derived from state and local benchmarks help to deliver appropriate, school-wide academic interventions and enrichment opportunities.

Flexible schedules provide the recommended and required instructional minutes for core academic classes and accelerated interventions. Sufficient time during and after school is available 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 Charter School’s ideals.

ILCS understands that seventh and eighth grade students need more rigorous instruction including the important area of science. The entire range of the K-8 science content standards (NGSS) is structured as exploration of the physical and life sciences. This is combined throughout the curriculum through grade six. At seventh grade the science curriculum emphasizes the life sciences: cell biology, genetics, evolution, physical principles in living systems. The physical sciences are then emphasized in eighth grade: motion, forces, matter, earth, reactions, chemistry, periodic table, and density. Each K-8 grade level science standard includes an element of investigation and experimentation with increasingly higher depth as students matriculate.

The ILCS science curriculum will meet and exceed the delivery of this important instruction through a variety of products targeting seventh and eighth grade. The performance of existing students in science has been strong as evidenced by the Charter School’s current CAST scores for those students tested in the science curriculum (5th and 8th grades). At 83% proficient (former CST)

or advanced, these students tested in a manner above that of the performance of all students in the District. Similarly, as with science, ILCS students will be instructed throughout the entire range of K-8 State Standards of English Language Arts, Math, Science, History-Social Science, Visual and Performing Arts, Foreign Language and Physical Education. This, in addition to leadership training, after school electives, and interventions offers families and students the full range of instruction through grade eight at the same school. This structure for delivering instruction is strongly supported by parent demand and affirmed as effective by educational research (*Abella, 2005; Anfara, 2005; Yecke, 2006*). It is also helpful for and consistent with the structure of California’s assessment program. Sample course guides are available in [appendix C](#).

Developmental Responsiveness

ILCS has met the needs of its 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 engage students as lifelong learners by developing socially relevant cross-curricular understanding and opportunities for meaningful participation during, and after school.

Close relationships for accountability and engagement among students is fostered with adults who share extended time through grade-level, subject-area, or interdisciplinary small learning communities called “houses.” An advisory program to ensure that each middle school student has frequent contact with an adult mentor or teacher to plan and assess his or her academic, personal, and social development has been highly successful as measured through student and parent surveys regarding attitudes on school, relationships and quality of the program. ILCS has created key positions to support his goal such as a full time Leadership Coach and Behavior Specialist.

ILCS works with the local high schools to inform students and families about academic and behavioral expectations and to promote seamless, articulated transitions.

Social Equity

All middle school students are 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 is sustained through a policy of positive discipline; civic and character education; safe and engaging facilities; access to counseling; and school and community health and social services.

ILCS fosters a distributed leadership, collaborative decision making, and regular data analysis to realize and sustain a middle school vision for focused learning and continual improvement.

ILCS uses a distributed leadership program to help students feel a part of the decision-making process at the Charter School and will involve them in the ways listed below. Distributed leadership defined by Lou Cicchinelli in his book, *Success in Sight: A Comprehensive Approach*

to School Improvement, maintains that all staff members and stakeholders are a part of the leadership process at the school site (2006).

1. Student council
2. Class (grade level) leadership
3. Classroom leadership
4. Team leadership
5. Committee membership such as the wellness committee
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:
 - o Lunch events
 - o Assemblies
 - o Spirit days
 - o Multicultural events
 - o Parent nights
 - o Transition events for elementary students moving to the middle school program
8. Debate teams
9. Club leadership
10. Sports leadership
11. Training as peer helpers and mediators
12. Trained as leadership mentors for elementary students
13. Visitor relations
14. New member helpers (trained to guide new students around campus)
15. Buddies (trained to help elementary student in different aspects)
16. BIA (Brainiacs in Action) - Student leaders who support younger students in being leaders
17. Planning team members for science fairs or other competitions

Organizational Structures and Processes

ILCS builds and sustains PLCs through recruitment of staff, training, coaching, and interdependent collaboration. ILCS uses data, research, the California Standards for the Teaching Profession, and best practices as the basis for continuous professional growth and improvement in instruction and student achievement.

ILCS organizes all school and community stakeholders to hold high academic and behavioral expectations for all middle school students. We provide sufficient time, talent, training, and resources to support student learning and rigorous standards-based curriculum, instruction, and assessment. Data is analyzed on student progress on an ongoing basis. Accountability exists for moving all students toward proficient performance levels and closing any achievement gaps.

Families, businesses, local and state agencies and organizations, higher education, and community members engage as partners in supporting middle school student achievement.

ILCS implements its middle school program as an innovative program utilizing the best of online curriculum and traditional models of study in order to continue to attract home school populations while adhering to all of the philosophies and vision captured by this document.

The ILCS middle school experience is bulleted below with its unique factors:

- Small middle school environment to support student education
- Unique schedule to attract a target population of home school students.
- Maximum class size of 28 (average is 26)
- Middle School World Language Instruction (Spanish)
- PACE program and acceleration through online curriculum into higher level courses
- Weekly PLCs help drive instruction through data analysis
- Student leadership with focus on service learning and civic duty
- Extensive use of parent volunteers to support middle school activities and culture
- High standards of behavior and academics
- Large selection of after-school enrichment
- Tutoring classes offered before and after school for all students
- Intentional interventions provided by credentialed middle school teachers.
- 1:1 Chromebooks
- Use of middle school students to model, mentor and support elementary students.
- Fully developed sports program
- Award-winning Robotics Team

ILCS recognizes that YCJUSD has adopted Board Policies and Administrative Regulations that govern the transfer requirements for middle school courses and that ILCS students who transfer to the YCJUSD will be held to these requirements.

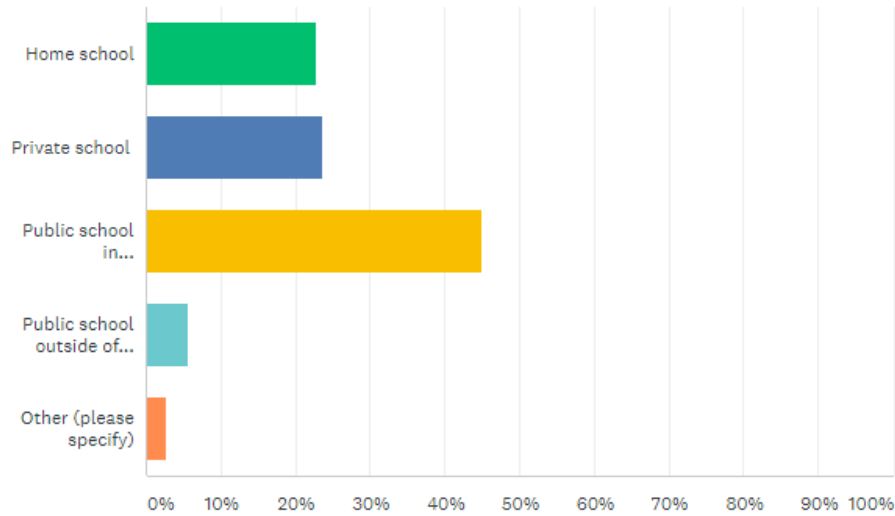
Whom the School is Attempting to Educate (Target Population)

ILCS serves students in grades TK through 8. ILCS seeks to enroll a population that is reflective of the racial and ethnic balance of the territorial jurisdiction of the District and shall admit all students who wish to attend subject to capacity. Current obstacles such as the length of the school day, high class sizes, and static groupings in the traditional public schools restrict students from receiving more opportunities to learn, acceleration, and individualization, and thus many families in the area have sought out private school options or home schooling. Home school parents from around the County have expressed interest in attending ILCS, as noted on previous petitions, due to its flexible schedule, small, safe environment and unique PACE program for individualizing instruction. The chart below (Figure 4) given in the fall of 2019 indicates the school choices that parents would be opting for if their child did not attend ILCS. The data demonstrates that close to 50 percent of the families would opt for alternatives to public schools. Further parent survey data is located in [appendix Q](#).

FIGURE 4- ILCS PARENT SURVEY

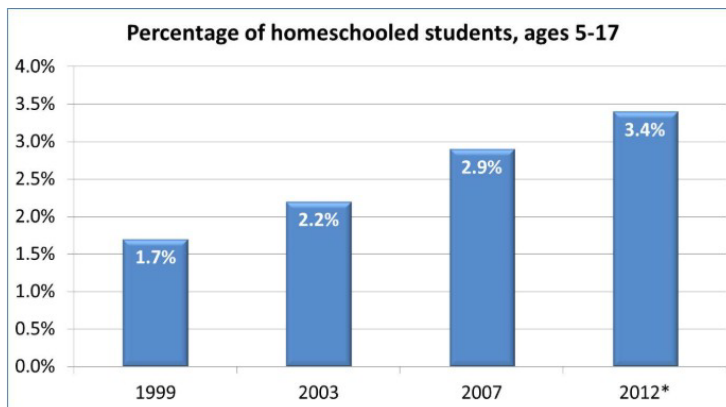
If my student was not attending ILCS he/she would be attending

Answered: 284 Skipped: 0



ANSWER CHOICES	RESPONSES
Home school	22.89% 65
Private school	23.59% 67
Public school in Yucaipa/Calimesa	45.07% 128
Public school outside of Yucaipa/Calimesa	5.63% 16
Other (please specify)	Responses 2.82% 8
TOTAL	284

FIGURE 5- HOME SCHOOL DATA



* - Statistically adjusted

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey of the National Household Education Surveys Program (NHES), 1999; Parent and Family Involvement in Education Survey of the NHES, 2003, 2007, and 2012

Figure 5 above indicates the percentage growth of home school students in the USA from 1999 to 2012. As one can see, the number of home school students is growing at a steady pace. ILCS believes that the Yucaipa-Calimesa Valley has a large number of home school students as evidenced by the large number of enrollments in local Independent Study Programs and survey data. This population requires alternatives and the ILCS program connects this population with site-based services aligned to state expectations.

Current research also reveals that only a small population of home school students attend any school type program outside the home. ILCS ascertains that this is due to the fact that there are not viable options for these students to meet their needs, hence ILCS. During the development of this charter, local home-school parents expressed three major reasons as to why they choose to educate from home; flexible schedule, small, safe environment, individualized program in which students can progress at their own pace, and the emotional fulfillment of being directly involved with their student’s education. Along with those reoccurring themes, parents also expressed the importance of family, a safe environment to learn and character/ethics education for their student(s). Each parent has a deep desire to be highly involved in the development of their children’s education. The chart below (figure 6) indicates a sample of home school parents' from across the nation that responded in regards to their decision to educate their children at home.

FIGURE 6-HOME SCHOOL DATA

Table 8. Percentage of school-age children who were homeschooled, ages 5 through 17 with a grade equivalent of kindergarten through grade 12, by reasons parents gave as important and most important for homeschooling: 2015–16

	Important ¹	Most important
A desire to provide religious instruction	51	16
A desire to provide moral instruction	67	5
A concern about environment of other schools ²	80	34
A dissatisfaction with academic instruction at other schools	61	17
A desire to provide a nontraditional approach to child’s education	39	6
Child has other special needs	20	6
Child has a physical or mental health problem	14	6
Child has a temporary illness	4	‡
Other reasons ³	22	11

‡ Reporting standards not met. There were too few cases for a reliable estimate.

¹ Respondents could choose more than one reason.

² Based on the response to the question, “You are concerned about the school environment, such as safety, drugs, or negative peer pressure?”

³ Parents homeschool their children for many reasons that are often unique to their family situation. “Other reasons” parents gave for homeschooling include family time, finances, travel, and a more flexible schedule.

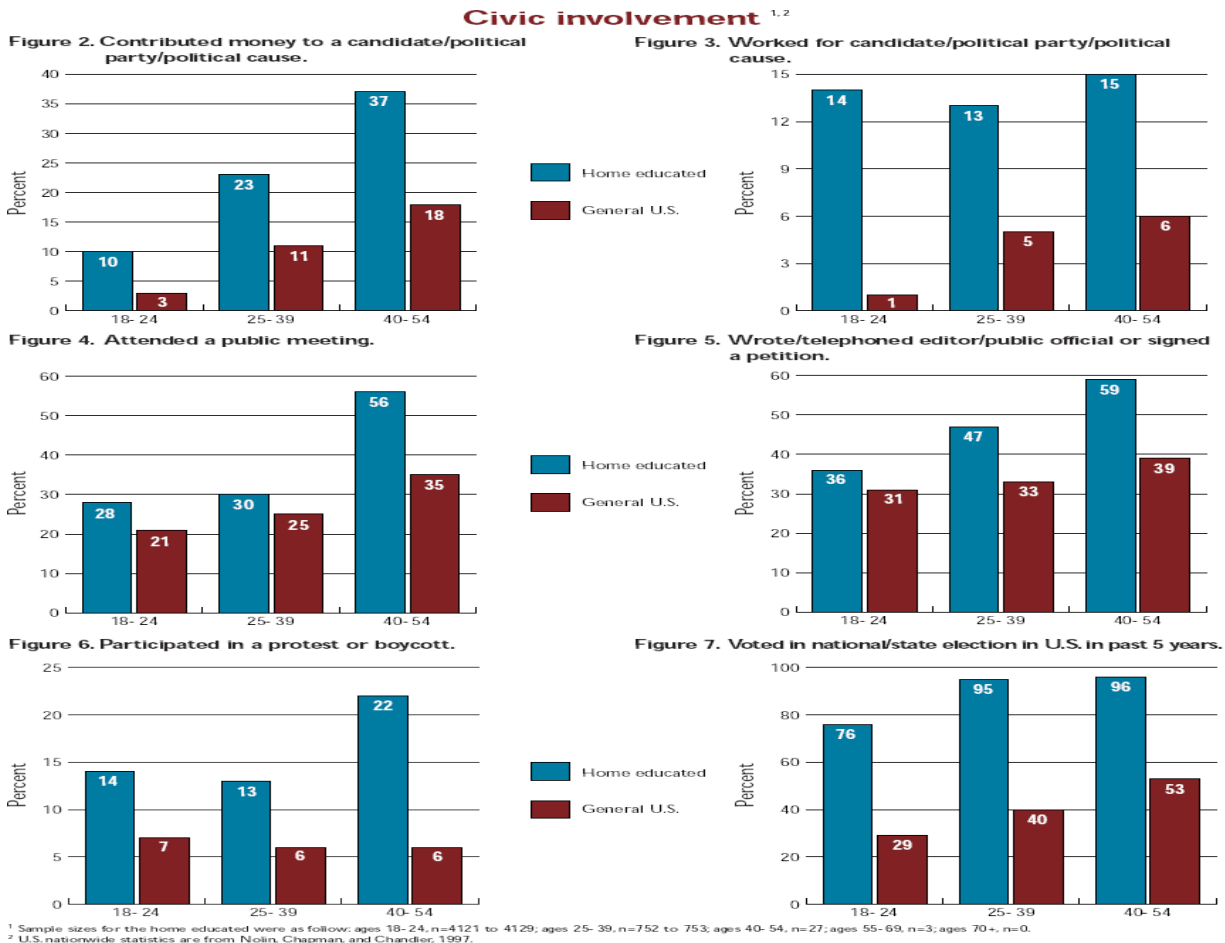
NOTE: Homeschooled students are school-age children who receive instruction at home instead of at a public or private school either all or most of the time. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2016.

In addition to the parental reasons for home schooling children, the recent research indicates the home school students go on to achieve, on average, a higher level of college education than traditional public school students, participate to a much higher degree in community and civic service, and enjoy life to a greater degree than their counterparts (Ray, 2003; 2017). ILCS believes that civic service (figure 7 below) is crucial to the success of our communities and therefore is a

priority for student development. ILCS desires to move beyond the typical home school population and share these results with a diverse community of learners who would not normally have access to an innovative program such as EL students who are interested in continuing their Spanish skills or getting involved in civic service within their Spanish community.

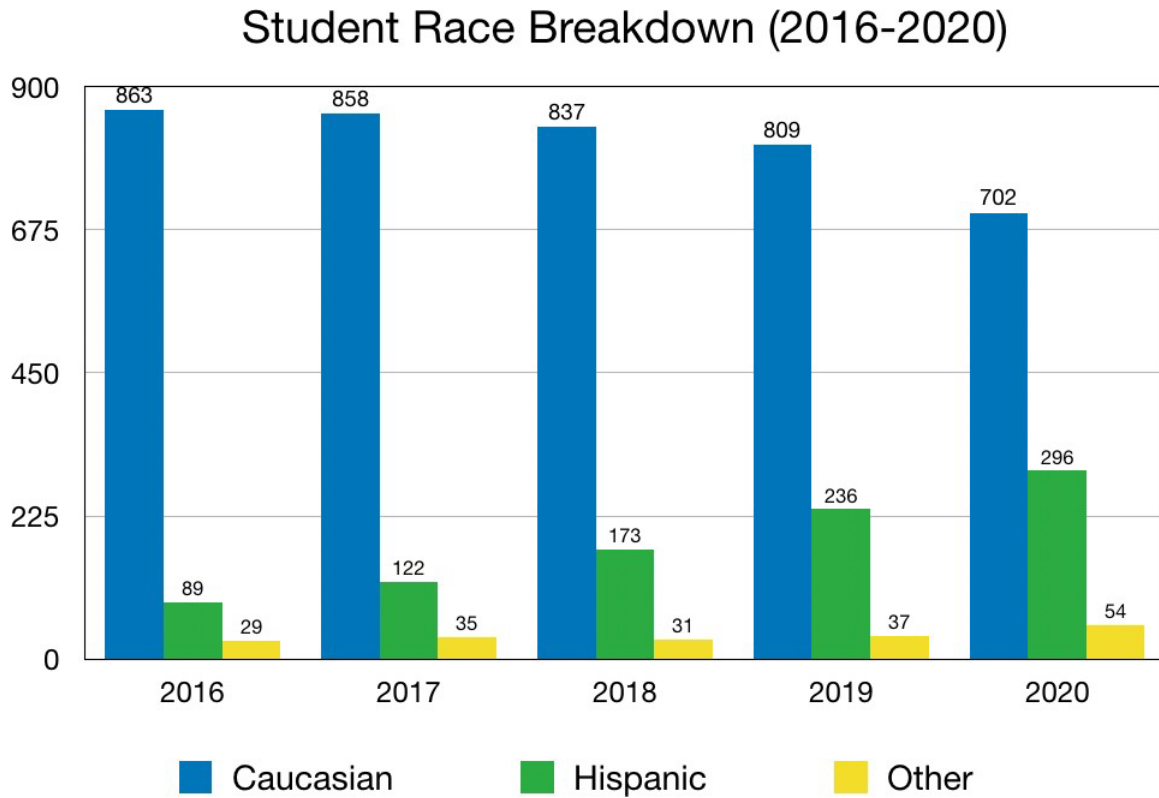
FIGURE 7- HOME SCHOOL DATA



Students from every demographic and socio-economic status are encouraged to attend ILCS as demonstrated by the ILCS Outreach plan. Furthermore, ILCS views itself as an “outreach” school developing connections throughout the community in order to better serve student needs. Our goal is to enroll students representative of the territorial jurisdiction of the District and share, what we consider to be, a dynamic program with under-served populations. ILCS is currently using translation services from our Spanish teachers and secretarial staff and outreaching to the Hispanic community in particular. An outreach plan has been attached in [appendix D](#). ILCS has specifically targeted the Hispanic community by distributing local flyers and utilizing our Spanish teacher to discuss the benefits of ILCS for parents of students who speak Spanish at outreach meetings. The ILCS Hispanic population is now close to the populations of nearby schools. ILCS expects to enroll more Hispanic students based on its geographic location from the Proposition 39 agreement (California Street campus) as well as broadening its outreach efforts within the Hispanic community.



FIGURE 8- ILCS DEMOGRAPHIC DATA (2016-2020 school years)



ILCS has also sought to bring students into the program from at-risk populations including free and reduced price lunch-eligible students. Over 13 years of operation, ILCS has increased its free and reduced price lunch population from 11 % to 34% as indicated in the chart below.

FIGURE 9- FREE AND REDUCED LUNCH

Year	Average Enrollment	% free/reduced
2007	199	11
2008	248	17
2009	314	25
2010	483	17
2011	660	14
2012	756	22
2013	829	22
2014	876	23
2015	921	21
2016	963	25
2017	964	31
2018	1027	34
2019	1030	35*

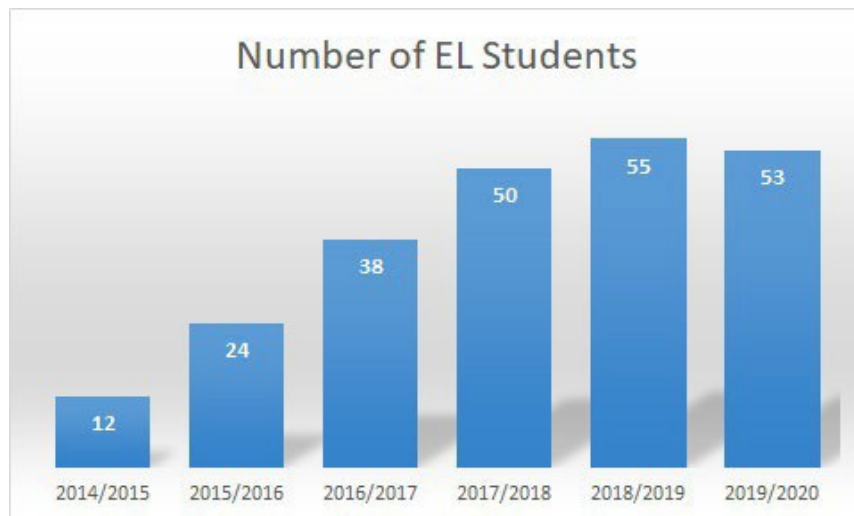
*Estimated data, but not officially available at time of charter renewal

FIGURE 9(a)- Demographic changes since charter inception

Sub Group	2007-2008	2014-2015	2018-2019	ILCS Total % increase from 2007-2019
Non-White	12%	25.1%	29.7%	17.7%
EL	0%	2.9%	5%	5%
Foster	0%	.2%	.2%	.2%
Homeless	0%	2.2%	1.9%	1.9%
SWD	2%	6.4%	10.8%	8.8%
SED	16%*	26%	33.8%	17.8%
Total Students	199	876	1027	

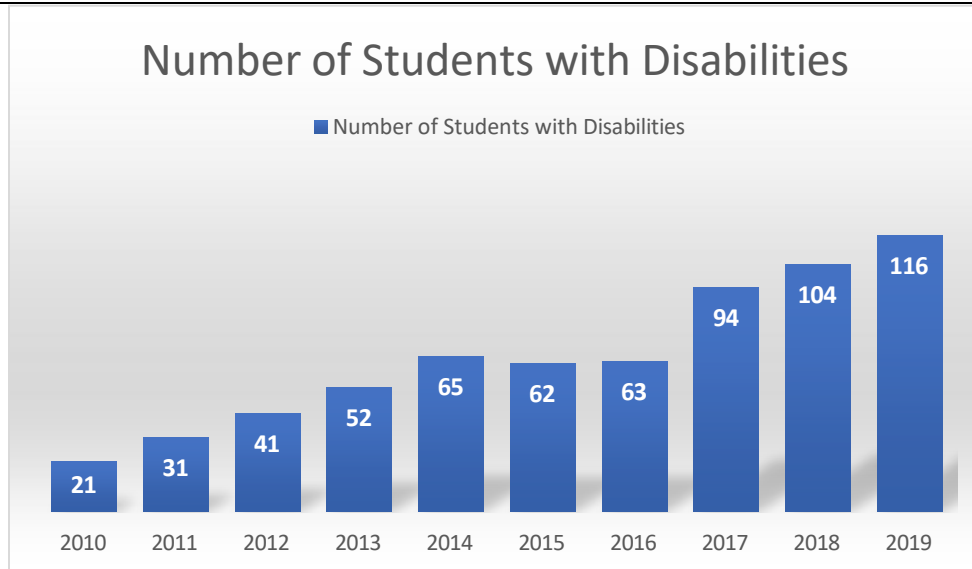
Currently ILCS has 53 total EL students for the 2019-2020 school year and an additional 16 total students who are considered Reclassified as Fluent English Proficient (“RFEP”), which represents 5% of the total enrollment and a significant increase to the number of EL students from years past. In fact, ILCS has more than tripled in the past five years, in EL numbers. ILCS expects this number to continue to rise based on the level of services it provides to EL students, geographic location of the California Street Campus and the ELAC committees effort to share information about our school.

FIGURE 10- NUMBER OF ENGLISH LEARNERS ENROLLED BY YEAR



In addition, figure 11 represents the growth in Special Education student populations since the last petition renewal. ILCS continues to grow as a reflection of the larger community nearly matching our local district in percent of students identified with disabilities and receiving special education services. At the end of the 2018-19 school year, nearly 11% of the ILCS population were identified as students with disabilities. Additionally, ILCS has also experienced a large influx of students with severe health issues that have driven the Charter School to train and maintain a comprehensive health staff and faculty to support student needs. For example, ILCS has 46 students with life threatening allergies that require a doctor prescribed epi-pen, several insulin dependent diabetic students, and several students who require catheterization due to Spina Bifida and other ailments.

FIGURE 11- NUMBER OF SPECIAL EDUCATION STUDENTS ENROLLED BY YEAR



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 becomes important to learn how to learn in a dynamically changing world. It becomes crucial to understand who you are in light of others and develop character traits that will lead you as well as others in bettering society.

Students will require a solid grounding in the fundamental skills and application of literacy, mathematics, science, social sciences, the arts, leadership, and foreign language. They will need critical thinking skills to search for solutions to a wide variety of problems. They will need to be willing to expose themselves to success and failure by taking risks. They will need practical ability to define problems, determine steps to find solutions, and then implement these solutions.

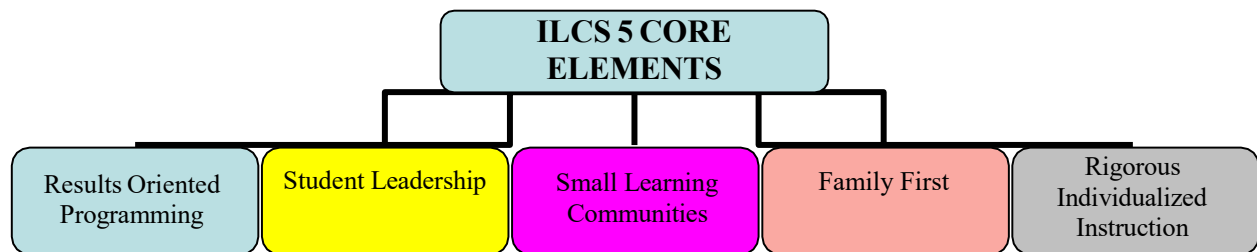
They will need to be effective communicators with strength in speaking, writing, reading, and listening, as well as the ability to collaborate effectively. Educated people will be capable and will perceive themselves as capable, with realistic perceptions of their individual strengths and weaknesses.

Educated people will be mentally and physically well-rounded, 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. Educated people in the next century will know that learning and life are meaningful and joyful. They will understand the value of fully participating in the community around them to improve it. They will involve themselves in civic duties and the glorious opportunities afforded to us in a democracy. 21st century students will need to be leaders who demonstrate honesty, courage, integrity, respect, kindness, and persistence.

ILCS believes that all students can be successful in the information-rich global society that is emerging. The challenge facing ILCS is the empowerment of all children to function effectively in their future, a future marked increasingly with change, information growth, and evolving technologies. Technology is a powerful tool with enormous potential for paving high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of 21st century work, communications, learning, and life. Students will need to be comfortable and proficient with technology in order to successfully navigate the future.

ILCS continues to prepare its students to excel in this new challenging world by providing an education that goes beyond a typical academic program but also breeds character and leadership. ILCS students will understand that their life affects the lives of others and that there is no greater good than service to your fellow man.

How Learning Best Occurs- The ILCS Philosophy



The philosophy behind this charter is driven by five core components: **family first, student leadership development, small learning community, rigorous individualized instruction, and results-oriented programming.** The writers of this petition 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 contribute to the overall goal of the Charter School, which is the creation of self-motivated, competent, lifelong learners.

Family First/Parent Involvement

It is the philosophy of ILCS that the family plays a critical part in the education and training of children. ILCS believes that throughout the last few decades it has become evident that the family is disintegrating and fragmenting. The founders of the ILCS charter agree that strong families based on common goals and values are rapidly dissipating in our society and families are in need of support. Research has revealed that students with involved and deliberate families who strive for common goals are the most successful academically (Lezotte,1999). Therefore, ILCS strives to strengthen the families who attend the Charter School through both direct and indirect methods. The Charter School has provided a support structure to not only educate students, but also to connect diverse families within a strong school community supporting each other to raise healthy, educated children. Parents have been highly encouraged to volunteer in the classrooms, lunch area, after school programs, and extracurricular activities. ILCS recommends that parents volunteer 20 hours a year. This is not a mandatory requirement, nor does it affect student enrollment. ILCS has never required parents to volunteer or log their hours of service. ILCS

currently has a day care program (Tuesdays and Fridays) for parents to drop off their babies and toddlers which allows these parents to volunteer in classes and attend meetings.

The Charter School holds family nights each trimester to promote unity and strengthen the school community and create strong expectations for families to participate at the school level.

Parents are represented on the Inland Leaders Charter Schools Board of Directors. Parents have been directly involved in the school governance and the development of School policy and functions through their participation on the Board of Directors and committees. ILCS has been developed for families, by families, to improve families.

ILCS views communication with the public and its parents as critical to its success. Therefore, ILCS has created a variety of effective channels for communication with parents such as parent nights, an auto-caller, interactive web site, newsletters, school open houses, news releases, presentations, podcasts and parent phone trees. This has also helped with parents who are unable to volunteer throughout the school days. They have been kept informed of the school activities through a variety of mediums. A parent handbook has also been established and is available upon request.

We believe our community of learners, combined with strong family involvement, effective family models, and great teaching has created an environment of success in which the struggling as well as proficient learner exceeds expectations. Figure 12 demonstrates the parent involvement at ILCS. The table represents a total of 752 families from the 2018-2019 school year and only counts one volunteer member per household although some families have multiple volunteers such as grandparents. A total average of parent volunteers represents 30% of the Charter School.

FIGURE 12- PERCENTAGE OF PARENTS WHO VOLUNTEER BY GRADE LEVEL
(2018-2019 school year)

Kinder/ TK	36%
1 st	42%
2nd	49%
3rd	34%
4th	18%
5th	15%
6th	16%

Student Leadership

ILCS believes learning best occurs when students are taught to be leaders. ILCS seeks to improve the quality of students through the integration of leadership skills throughout the day with an emphasis on ROAR (**R**especting self-others, & property, **O**wning Actions, **A**cting Safely, and **R**ising to Servant Leadership), along with 8 Key strategies (Vison Boards, The Path, Want to/Have to, Circle of Control/No Control, 80/20 Rule, Who Showed Up, Fixed vs Growth mindset, The Prepared Student). Students receive direct lessons on such values and strategies and will be expected to promote them in their lives as well as the lives of their peers. Character education is 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. ILCS has implemented the *Positive Action* curriculum in the past but has newly developed a ROAR program based on the principles and frameworks of the PBIS model ([appendix F](#)). The overarching leadership goals are listed below.

Goals of the Leadership Curriculum

1. To develop in every K-8 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.

FIGURE 13- STUDENT LEADERSHIP DATA

Year	% completing project
2018-2019	99

Small Learning Community

ILCS will maintain a **small learning community** in which student to teacher ratios remain reasonable and school-wide numbers are limited. ILCS currently maintains 24 students per classroom in transitional kindergarten through third grade. Fourth through sixth grade class sizes are maxed out at 26 students per classroom. This configuration is referenced in Figure 14 below in the “attendance” section. In addition to the site-based student program, ILCS will maintain a population of students enrolled in an independent study program which will correlate with the site-based program and is further described below. The independent study program is being continued from the original charter. ILCS will also enroll expelled students on a case by case basis (Board decision) into the independent study program. A variety of research indicates the immense benefits to keeping school populations to a reasonable size and maintaining small class sizes to help individualize instruction (Achilles,*et al.* 1994; Achilles, Harman, & Egelson, 1995; Kiser-Kling,1995; Berrueta-Clement,*et al.* 1984; Finn,*et al.* 1989; Boozer & Rouse, 1995; Glass & Smith, 1978; Woods, 2015). Class sizes need to be kept small to achieve the mastery learning model and implement the PACE program effectively. Class size data and enrollment is displayed in [appendix G](#).

Rigorous Individualized Instruction

ILCS believes student learning needs to be as **individualized** as possible. Teachers design lessons to build on strengths as well as bridge gaps that might be evident. Through experience and research, ILCS has found that students should be able to accelerate through the standards at their own pace and not come up against a ceiling in which their learning is halted when the grade level standards are achieved. Therefore, students participate in standards-leveled classes. Once competency is achieved, students will move on to a higher level class for that particular subject. Enrolled students then have the opportunity to experience and learn the next year’s content standards. The differentiation program (PACE) is explained in more detail in sections to follow.

Using a large volunteer base and small class sizes, teachers are able to spend more time in small groups and one on one instruction resulting in greater student achievement. Students in middle school also have the opportunity to access individualized curriculum through online providers that are Cal State and University of California approved and allow for high level learning when needed.

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 are heavily involved in analyzing data, collaborating during authentic PLCs and continually evaluating instruction and assessment. One of the major tenants of this approach to learning requires ample time for teachers and administrators to collaborate and design programs around student needs, and is based on evidence of student learning. The shorter school day has created large amounts of time for collaboration. In the words of Mike Schmoker, “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 John Hattie, Doug Fisher, RebeccaDuFour, 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 experts. Therefore, ILCS instructional staff meet every Tuesday in Professional Learning Communities to analyze student work and determine strategies to address deficiencies.

Results oriented programming requires a great amount of assessment and monitoring to determine if students are accomplishing the standards set forth. ILCS has purchased standardized computer assessments through Pearson publishers and Illuminate. These State Standards-aligned assessments are given at regular intervals and are described in the assessment schedule in [appendix H](#). With the use of computerized assessment, parents, teachers, and students are able to access student performance and data in a matter of seconds. This type of data driven decision-making is a powerful tool to support results-oriented programming. In addition, ILCS administers the SBAC formative and summative assessments are consistent intervals to provide more on-going feedback to teachers, parents, students and administration as to progress on the Common Core State Standards.

Attendance

FIGURE 14- ANTICIPATED ENROLLMENT FOR 2020-2025

Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK	80	80	80	80	80
K	96	96	96	96	96
1	96	96	96	96	96
2	96	96	96	96	96

3	96	96	96	96	96
4	104	104	104	104	104
5	104	104	104	104	104
6	104	104	104	104	104
7	104	104	104	104	104
8	104	104	104	104	104
Ind Study	51	51	51	51	51
Total Enrollment	1035	1035	1035	1035	1035
Expected ADA	980	980	980	980	980

The Charter School’s academic calendar shall continue to generally align with the Yucaipa-Calimesa Joint Unified School District’s traditional academic calendar, and including at least 175 instructional days. The number of annual instructional minutes for all grades shall meet or exceed the requirements in Education Code Section 47612.5(a). Instructional minutes are delineated in the Charter School's daily student schedule as shown in [appendix I](#).

ILCS parents/guardians are responsible for sending their children to school and providing an explanation for absences. ILCS attendance policies are listed in the appendices for further review to encourage regular attendance and for reporting of trancies 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.

ILCS maintains an Attendance Assistance Program (AAP) in order to support students and families that are struggling with attendance issues. Parents receive attendance letters periodically throughout the year to inform them of their attendance. Parents of students who have negative attendance are required to attend a meeting with the Student Contract Accountability Team at which time a contract is developed and signed by the administration, parents, board member and student (if present). This plan outlines the expectations of ILCS and ways for the parent(s) to improve the pattern of attendance for their student(s).

Curriculum and Instructional Design

Curriculum texts:

Grade	Publisher	Textbook/ Materials	Subject
K-6	Pearson	ReadyGen	Language Arts
K-7	Pearson	Envision 2.0	Math
TK - 8	Thinking Maps	Thinking Maps	Cross Curricular
K - 8	Thinking Maps	Write From the Beginning	Language Arts
7-8	Prentice Hall	Prentice Hall	ELA
8	Prentice Hall	Prentice Hall	Language Arts
7-8	Prentice Hall	Prentice Hall	Math
K-6	Harcourt and Stemsopes	California Science	Science
7-8	Prentice Hall	Prentice Hall	Science
K-6	Houghton Mifflin	History Social Science	Social Studies
6-8	Discovery Education	Discovery	Social Studies
K-6	Harcourt	Health and Fitness	Health



K-2	Risas y Sonrisas	Risas y Sonrisas	Foreign Language
7-8	Ven Conmigo/ TPR	Holt McDougal	Foreign Language
5-8	Pearson	Elevate	NGSS
K-8	Scientific Learning	Fast Forward	ELD / SDAIE

ILCS shall update these texts as necessary to maintain alignment with Sate Standards and to maximize student achievement.

Innovative Instructional Schedule

ILCS has successfully implemented a creative daily schedule. This section of the charter is intended to create clarity of the actual day-to-day scheduling for student learning. The ILCS schedule allows students to be able to move up and down the levels of standards in math and language arts. Students in the Kindergarten classes will not take part in the PACE program and will stay in their age appropriate classes for the length of their day. First through eighth grade students receive passing period time when switching from one location or classroom to another. This time is counted as instructional time as allowed by the CDE. This time also allows for school staff to attend to their personal needs. ILCS has observed that students and staff have adapted well to the schedule due to the engaged individualized program and do not consider the school schedule a burden but an enjoyable experience and see the benefit of being able to capture time and participate in after-school activities at the site or in their communities. The daily student schedule is attached in [appendix I](#).

During PE the elementary students are involved in the physical education standards set by the state for a minimum of twenty minutes each day for a total of 200 minutes in ten days for elementary age students. Middle school students participate in 400 minutes of PE every ten days of attendance. Start and end times have been adjusted for the 7th and 8th grade students to allow for more instructional time in physical education each day. Teachers plan lessons cooperatively to make sure the activities address the state standards for each age level and allow for their breaks at the elementary level. A single-subject credentialed teacher is provided for middle school classes. Figure 15 (below) displays the total audited instructional minutes achieved last school year in comparison to state requirements and [appendix I](#) details instructional minutes.

FIGURE 15- TOTAL AUDITED INSTRUCTIONAL MINUTES (actual audit document)

**INLAND LEADERS CHARTER SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2018**

	Instructional Minutes		Traditional Calendar Days	Status
	Requirement	Actual		
T-Kindergarten	36,000	46,800	180	In compliance
Kindergarten	36,000	48,600	180	In compliance
Grade 1	50,400	52,200	180	In compliance
Grade 2	50,400	52,200	180	In compliance
Grade 3	50,400	54,840	180	In compliance
Grade 4	54,000	56,640	180	In compliance
Grade 5	54,000	56,640	180	In compliance
Grade 6	54,000	56,640	180	In compliance
Grade 7	54,000	54,840	180	In compliance
Grade 8	54,000	54,840	180	In compliance

Standards Based Curriculum

ILCS has chosen textbooks and materials that are aligned with the academic standards outlined by the State Standards, including the Common Core State Standards. The textbook chart above describes the specific texts that have been implemented at ILCS based on teacher, parent, and staff input. Each student receives a full set of textbooks and supplements. Students are encouraged to exceed minimum State Standards. ILCS views the State Standards as critical to the success of our students. ILCS has used the tools created by the Fisher, Frey & Hattie to implement a mastery-based model of visible learning. They have developed a research and evidence-based instructional model that aligns well with the ILCS idea that results and evidence should drive instructional decisions.

Individualized Instruction

The ILCS curriculum is designed to implement the State Standards and California Frameworks using a balance of traditional and reform-based models (see appendix C for a variety of curriculum samples). Research on effective schools shows a need for innovative school structures built on school restructuring and curriculum alignment (Lezotte, 1999, Stewart 2012). ILCS uses a balanced approach to curriculum to address the needs of a variety of learners. The curriculum is dynamic, not static, to ensure that learning is adjusted for the learner and is not just the next page from a textbook. For example, a student who is struggling with understanding the concept of fractions from the regular classroom will not be expected to conquer the concept in a week or two, but the teacher, working with the parents and volunteers, will design a plan to create more opportunities for him or her to be successful with fractions. This may include individualized drills in class and at home, computer-assisted instruction, peer tutoring, after-school intervention classes, and other instructional methods. Instruction and curriculum will be adjusted as the individual needs of learners become apparent. Students will be continually assessed and assessment results will

determine future lessons in the classrooms. Students need to be able to access curriculum that is varied, diverse and appropriately challenging.

ILCS believes that reading, writing, technology, foreign language, science, social studies and math are the foundational subjects for life-long learning. Research reveals that the length of instruction in these areas has decreased, as well as time “on task” for students (National Education Commission on Time and Learning, 1994). As a result, K-8 students at ILCS receive a minimum 90 minutes of language arts instruction as well as 75 minutes of math instruction each day with the opportunity for additional after-school instruction in these subject areas. Students in middle school are provided with standard length periods in math, ELA, history, science, PE and an elective.

Students in 7th and 8th require far greater access to curriculum than students in the elementary grades due to the specialized content such as higher level math and life sciences. ILCS has designed a program to meet the needs of advanced learners who require acceleration even above the provided honors classes. Students will attend school each day and be placed into a classroom situation with a qualified teacher in coordination with online curriculum. Research demonstrates the effectiveness of the online delivery of instruction and indicates, “On average, students in online learning conditions performed better than those receiving face-to-face instruction (US Dept of Education, 2009. *Evaluation of Evidence-Based Practice in Online Learning*).” ILCS will evaluate and utilize the online providers such as the ones listed below when these situations occur.

List of online providers

- OdysseyWare
- K12, Inc
- UC Scout

World Language

ILCS includes a second language component because it believes in providing students an opportunity to create cultural connections, improved academic performance, and skills to compete in a global marketplace.

There are research-based benefits of starting a second language early in a student’s school career.

- Evidence suggests there are cognitive benefits to early childhood bilingualism (Lee, 1996).
- Students who take a foreign language in the elementary grades may demonstrate academic gains in other areas of the curriculum (Robinson, 1998).
- It takes a long time to gain proficiency in a foreign language, particularly when it is learned in a school setting—so the earlier students start, the higher the level they are likely to achieve (Haas, 1998).

The program at ILCS is delivered through a research-based approach of Comprehensible Input (CI). CI has been proven through research that students acquire language when they receive comprehensible messages (Wong & Van Patten, 2003). Listening, reading, writing, talking proficiently in the target language is key as opposed to mechanical drills (VanPatten, 2013). Our program ensures that a wide range of strategies and activities are included to target all modalities.

Crafting the Lessons to incorporate The American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines as well as the California World language standards.

A CI program maximizes the opportunity to provide input, the information, vocab, grammar structures, through an array of strategies which include but are not limited to:

- Teaching Proficiency through Reading and Storytelling (“TPRS”)
 - Teacher-guided and student-created stories that are compelling and provide target structures. Those structures are then recycled throughout to form mental representation that later translates to authentic communication
- MovieTalk
 - A short video clip, film, is used to provide input of the current target structure goals, culture, and or vocabulary being targeted.
- Card Talk
 - Students draw things about themselves, likes, dislikes, family, etc, the teacher then talks about the card to the class, making connections to other students' interests, likes and dislikes, and creates a class discussion in the target language.
- Personalized Questions and Answers (“PQA”)
 - Crucial to making the content compelling and relating to the student
- Storytelling
 - Delivered via audio files, with visuals and imbedded with PQA
- Choral reading
- TPR (Total Physical Response)- to aid in linking meaning to the target language
- Reading novels
 - El capibara con botas (6th grade)
 - La familia de Federico Rico (7th Grade)
 - Pobre Ana (8th Grade)
- Playing and narrating games
 - Games are played in the target language and they recycle learned structures, they are typically brief and delivered as brain breaks.
- Special Person interviews
 - A teacher-led activity where students are asked questions about themselves that they have seen before, the class is then asking questions and more details about activities, likes, dislikes, the family of the student being interviewed.

In the classroom, these activities help to target all 4 modalities and foster second language acquisition. In a CI classroom when you walk in you could see the modalities being targeted through:

- **LISTENING:** Listening to the teacher tell a story, Listening to questions asked by the teacher, Listening to the teacher describe a film
- **READING:** Choral reading with the class, Reading stories that have been told/asked in class, Embedded Reading, Reading storyboards
- **WRITING:** Filling in missing words in CLOZE passages, Free Writes, Completing personalized sentence frames
- **SPEAKING:** Responding to simple questions from the teacher (yes/no, either/or, etc.), Re-telling class stories, Reacting with rejoinders

Greater Opportunity to Learn

In addition to remediation discussed in the section for serving students who are low-achieving, after-school enrichment classes are highly encouraged and mandatory in grade three through eight. ILCS has recruited experts from the community to participate in sponsoring after-school enrichment classes alongside teachers and volunteers. Experts have been recruited in the fields of art, music, foreign language, drama, dance and others. ILCS uses a mixture of volunteers, local businesses and teachers to teach the after-school classes. There is a pool of teachers that are experienced and credentialed who are looking for part-time work rather than full time employment. This pool of teachers undergo the same hiring process that the full time teachers undergo. ILCS has procured the services of experts such as a piano teacher, dance teacher, guitar teacher, farming teacher, art teacher, sewing instructor, voice teacher, Spanish teacher, and PE teacher for the second session. The Inland Leaders Foundation raises funds to supplement finances for after school classes.

The last hour of the kindergarten day will not be required but will be recommended for those students who are in need of extra support. This hour will be used to improve skills in math and reading. ILCS will continue to encourage parents to attend the last hour of the day with their child at-risk to learn strategies and methods of working with their student on academics. This is a free service provided to parents enrolled in the kindergarten program.

The following chart details the exact electives offered during the 1st trimester of the current year. Students in the middle school program will have access to the electives offerings as well. Currently after-school programs for middle school are under development but involve activities such as music, art, technology and sports. Figure 16 below demonstrates the extensive elective offerings for the current fall 2019 trimester. During the 19-20 school year, ILCS had 98 percent of all students participate in at least one after-school elective.

FIGURE 16- CURRENT ELECTIVES (does not include school sports)

Adv. Drumline
Sportball: Track and Field
Sportball: Flag Football
Crossfit
Hair Styling
Advanced Tennis
The Science of Slime & Sensory play
Tennis
Advanced Cupcake Decorating
Singing Class
Basketball
Art
Photography
Recorder
Piano
Centurion self-defense
Lego Leaders
Cooking and Baking
Piano
Karate
Guitar
Sportball
Acrylic Painting
Art
Chinese
ASL
Cupcake Decorating/Mosaics
Glass Painting
Choir
Running Club
Broadway/ Acting
Tap/ Musical theater
Premiere Soccer Clubs

Mastery Learning

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; Hattie 2009). 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 students only move on when they are ready for the next level. The Reinventing Schools Coalition (“RISC”) has already developed a mastery model which engages students in not only mastering the basic standards, but also additional

standards in which the Charter School and the community at-large feel are essential to student growth in personal, emotional, physical and academic areas. 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 their own objectives and assessment.
3. Learning materials and instructional strategies are identified; teaching, modeling, practice, formative evaluation, re-teaching, 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

Constructive education is based on the belief that learning 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 where processes of understanding are emphasized. 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 is 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, based on 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 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

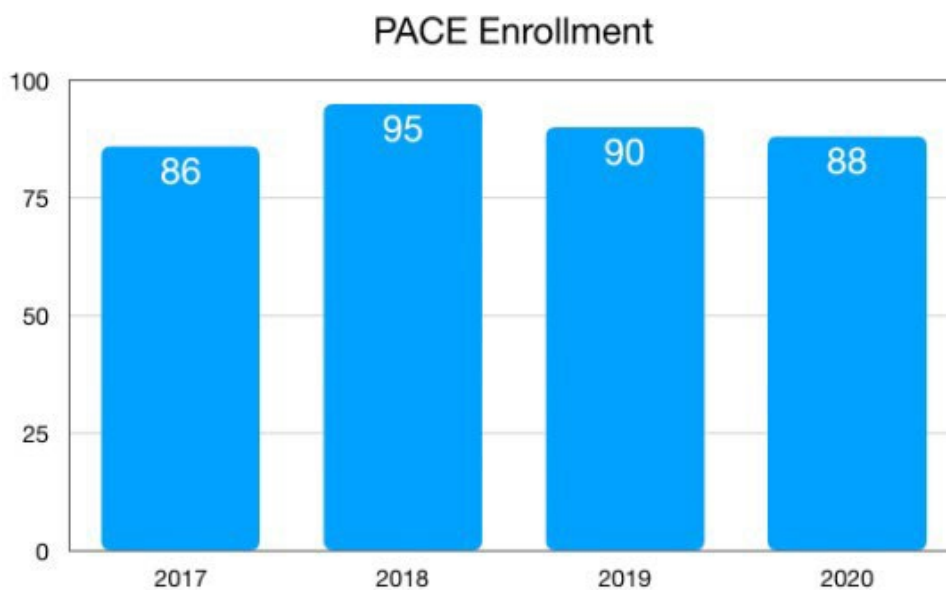
through with their own ideas, rather than depend on step-by-step directions from the teacher (Pickard, DeBates, & Bell, 2003). As students revisit and revise their understanding of concepts, they use academic knowledge, thinking, communication, management, and leadership skills—all of which are at the heart of an Inland Leaders education.

In ILCS classes, group activities and projects are 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 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 student reach the established learning objective through an exploration and construction of knowledge, based on what they bring to the activity (Gray, 1998).

Achievement-Centered Grouping

ILCS classroom configurations are what Lawrence Lezotte calls “achievement-centered groups.” A program based on Lezotte’s research that will “place them where they can be appropriately challenged in the curriculum and where they can succeed” (*The Effective School’s Process, 1999*). ILCS has put this research into practice around a common schedule in which each class in each grade level teaches the same subjects at the same time. As a result, students are able to move to a higher or lower standard level for core subject areas based on their need. This program is entitled PACE or **P**upil **A**cceleration for **C**urricular **E**xcellence. PACE is unique to ILCS and was created by the founding members based on the current *Effective Schools* research, visitations at charter schools which have implemented similar programs, and in coordination with *RISC*. A student in the third grade who is working at a fourth-grade math standard level goes to the fourth grade class for math instruction. These multi-age classes are fluid and students will not be required to spend an entire school year at one level before moving to a higher grade/standard level. The chart below outlines the percentage of students in each grade level who take part in PACE for specific subjects.

FIGURE 17- PACE DATA (2017-2020)



Achievement-centered grouping allows for an accelerated program that self-motivates students to achieve beyond their current level and strive to move into higher levels rather than wait to be moved the next school year (Good and Brophy, 1997; Lezotte, 1999). Students who are able to demonstrate mastery of their current grade level standard through the use of multiple assessments are moved to the next standard level at their point of mastery. This flexible grouping concept will allow for student advancement at a more rapid pace (Good and Brophy, 1997). Anderson and Pavan, supports educational environments with two or more grades that allow students the flexibility to progress at their own pace along a continuum of learning (1993).

The process of accelerating students is as follows:

1. Student is recommended by a teacher for additional assessment benchmarks.
2. Student completes assessments; assessment results determine eligibility for PACE.
3. Teacher and site administrator will analyze data and assessments to determine if the student is capable of meeting the standards in the higher-level class for the year.
4. Site principal communicates the parent/guardian, that PACE is offered.
5. A plan will be established to fill in any gaps in education that the student missed from not being a part of the curricular program during the year (if placed in the class after the initial placements are made in the first two weeks of school).
6. Student is closely monitored by the teachers to make sure he/she is performing to an acceptable level in his/ her higher-level class.

8th grade students who are ready for high school curriculum are provided with access to middle school sections that have been designed specifically for their needs. For math, these students are offered Integrated Math I. For English Language Arts, the Honors class covers novels typically read in freshman year. Honors classes have been designed to meet the needs of such student as well as provide expanded opportunities for students who desire a greater academic challenge.

Leadership Training/ Character Education

ILCS has adopted its very own *ROAR to Success* Program. ROAR is a well-known acronym among all students and staff and stands for the following:

Respect Self, Others, and Property

Own Your Actions

Act Safely

Rise to Servant Leadership

The program was adapted from PBIS methodology and strategies; it incorporates a multi-tiered system for addressing specific behavior needs. More importantly, ROAR emphasizes the need for all school community members to teach and model appropriate behavioral expectations. ILCS is aware that this sets the foundation for growing leaders. The program highlights a vast array of common understanding and vocabulary; it includes 8 Key Strategies that students can use when they enter moments of struggle or conflict whether it be with academics or social realms. All students TK through eighth-grade participate in lessons focused around ROAR and the 8 Key

Strategies. This consistency throughout grade levels paired with teaching strategies of how to appropriately navigate conflict and moments of struggle has led to a positive cultural shift at ILCS while setting a solid foundation for students to excel in leadership. Survey data indicates student to student interactions of being kind to one another and respecting each other has significantly increased since the inception of ROAR and the 8 key strategies with an 11% gain. Furthermore, ILCS began tracking minor and major behavior incidents at the inception of ROAR during the 2017-2018 school year in grades 3rd through 8th grade. The following data indicates that there was a notable decrease in both minor and major incidents of negative behavior after ROAR's initial implementation as evidenced by the following data.

FIGURE 18- Adapted from Illuminate Student Information System (2017-2019)

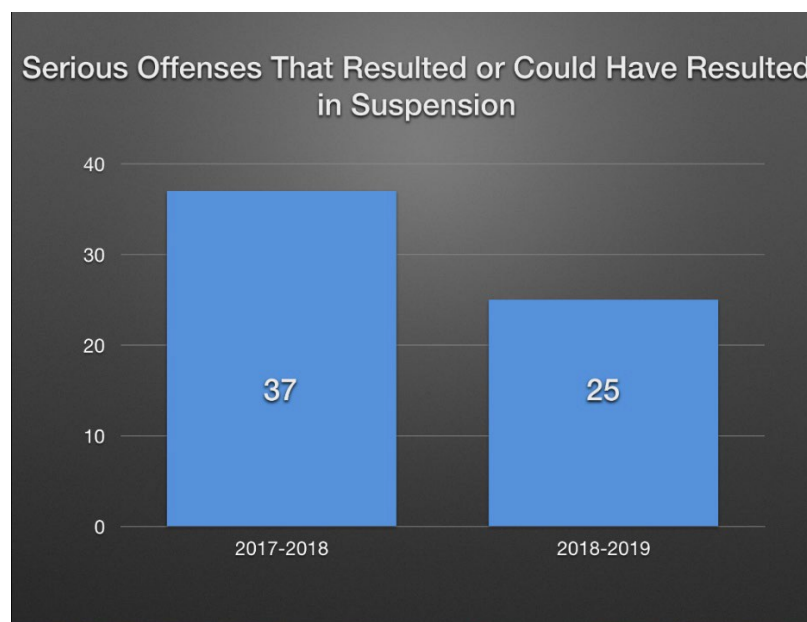


FIGURE 19- Adapted from Illuminate Student Information System (2017-2019)

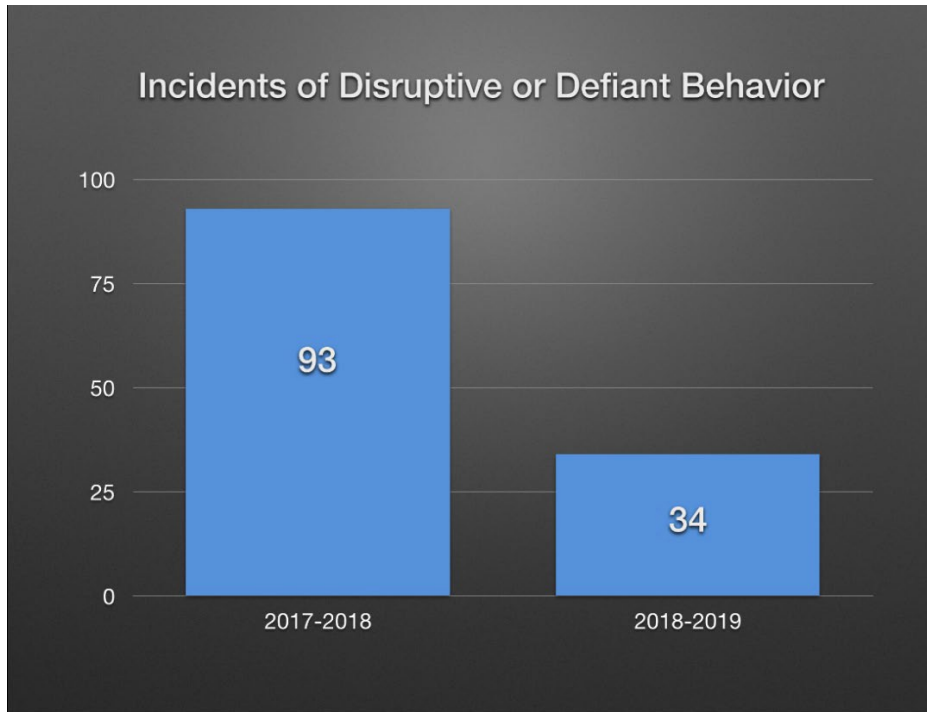
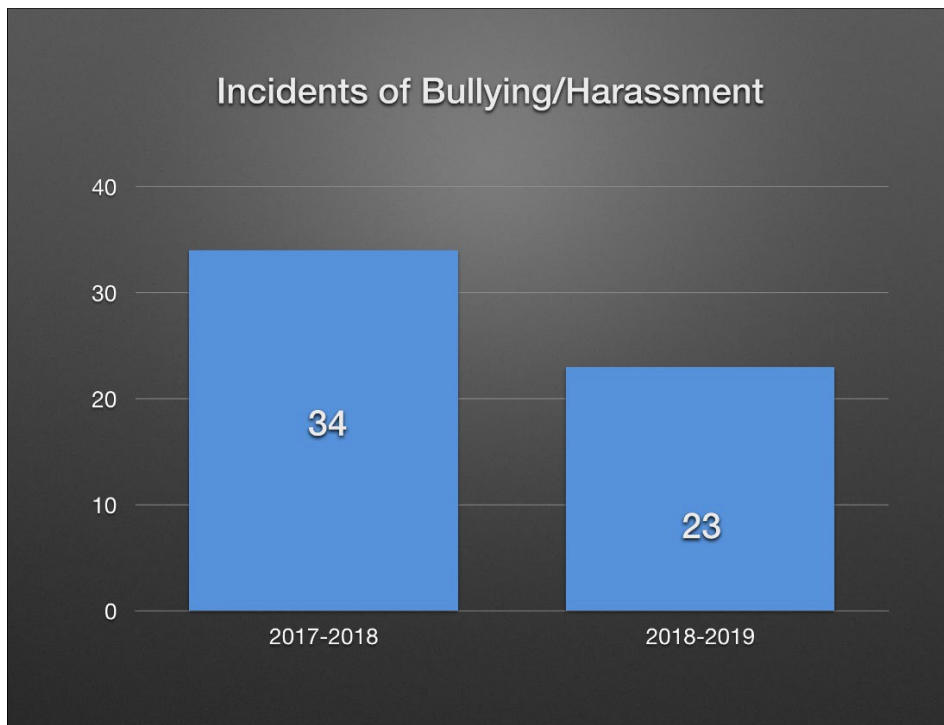


FIGURE 20- Adapted from Illuminate Student Information System (2017-2019)



Brainiac's with Heart was introduced and implemented starting in 2017-2018 with the mission of: All Students Proficient Leaders, Readers, Writers, and Mathematicians Learning and Caring for a Purpose Across the Globe, in our Community, Schools, and Homes. Within this program is our *Brainiac's In Action* (BIAs) which is an option for grades 1st through eighth grades. Here students participate in instruction and guidance with a focus of team-based activities and collaboration; students are taught both leadership skills and the fundamentals of working together as a team. Students practice these skills along with the 8 key strategies and kindness as recess coaches.

In an effort to help students acclimate and experience a smooth transition from elementary into middle school, sixth grade students take part in ILCS' BOLD and GOLD nights which typically take place during the months of April and May. The acronyms stand for Boys/Girls Overnight Leadership Development. Here, students participate in an overnight symposium that offers a wide variety of whole-group presentations and break-out sessions. Whole-group presentations and break-out sessions incorporate various hands-on activities that help instill character building and leadership traits essential to middle school years and beyond.

ILCS understands coming to a new school can sometimes be an awkward experience. This is why ILCS launched its On-Ramp program back in 2018. The purpose of the program is to help all new, incoming students make a smooth transition into their new school. The leadership coach leads a four-day seminar after school where students learn how to navigate the campus as well as tactics the student can use to enter social circles or finding games and activities to keep oneself occupied. They are also introduced to leadership resources and expectations at ILCS.

ILCS also offers a robust mentoring program where 7th and 8th students are taught and trained by ILCS' behavior specialist to be mentors for younger, struggling students. Mentors receive a mentee student that they spend time with out on the playground and assist them with areas of need. For instance, a student who is struggling with behavior issues during competitive sports may be given a mentor that coaches and helps the younger student to overcome moments of struggle.

During the course of the students' character education period, they will be engaged in the study and application of ethics and how it relates to our world. Students will study examples of leaders who impact our world and students will develop a sense of courage, honesty, integrity, teamwork and other positive character attributes through the direct instruction and application of such concepts.

ILCS has implemented and will continue a school-wide leadership education program designed under the following premises:

- Direct instruction in leadership skills integrated within the school curriculum. We will not assume that the media, home or the neighborhood has instilled leadership in our students. We will take on the responsibility of teaching students leadership skills.
- Visual reinforcement throughout the Charter School of character expectations, including the use of posters.

- School climate approach, in which a common language of ROAR is developed that all members of the school community use, understand and expect from others.
- Content and process that not only teaches the “what” of leadership but also the “why” & the “how” of leadership.
- Teacher flexibility and creativity
- Student participation and presentations
- Parental involvement
- Community service projects
- Evaluation of student leadership and self-reflection
- Lesson framing
- Student incentives to improve leadership attributes
- Monthly leadership rallies for students

Leadership lessons are integrated and emphasized throughout other subject area lessons rather than just during a leadership period of the day. A ROAR guide book with time frames and lessons was developed by the ROAR leadership team and implemented over a 3-year period.

Each year students are required to develop and implement a community service plan approved by the teacher. Students will implement their plan during one of their weeks prior to or during spring break. After their break, they will return to school and present their project to their classmates in a public forum. Each staff member of ILCS will also develop their own plan for community service as a model for students and present their completion of their projects to the students in a public forum. Students, parents, and teachers will work together to develop a service program that improves the students’ communities and teaches the value of serving others.

Middle school students use the *Too Good for Violence* and *Too Good for Drugs* in coordination with already established leadership curriculum at ILCS to support student leadership in the middle school program. A heavy emphasis will be placed on peer leaders to be a part of the governance at the Charter School as well as involvement in the local community. All middle school students will be required to create a year-long community service plan that will be publicly presented at the Charter School.

In summary, the ILCS curriculum has incorporated these curricular and instructional ideals:

- Individualized and small-group instruction, enabled by multiple volunteers and small class sizes
- Differentiation through the PACE program
- Deliberate leadership/character education training embedded in the content areas and taught as a content subject for two and one half hours a week.
- Emphasis on active teaching rather than passive presentations.
- Mastery and in-depth learning
- Assessment driven instruction

Plan for Students Who Are Academically Low-Achieving

Students who do not meet State Standards for their age/grade level as identified by the teacher or referred by the parent due to low assessment results will be entered into the Student Success Team (“SST”) process. This process involves identifying low-performing students, meeting with parents, teachers, and administration, implementing interventions, and monitoring progress to overcome the student’s academic deficiencies. The chart on the next page details the SST process which is similar to a Student Study Team model.

FIGURE 18- SST/RTI PROCESS

SIT Steps	Actions	Timeline	Resources
Step 1	Students identified through assessments and teacher observations	Within 40 days of student enrollment or when the student exhibits academic delays and then two to three times a year thereafter	Teacher assessments and pre-SST form request
Step 2	SST team meets	Within 20 school days of identification and request	Parents, school staff, administration, SST forms, list of interventions
Step 3	Interventions start	60 days of interventions from the time of the initial SST meeting	Tutors, volunteers, teachers, parents, admin, technology
Step 4	Teacher reports back to team. If substantial growth is not made, another SST meeting is called. New members will be added to the team such as counselors and or school psychologist	Within 60 days after interventions are in place	Parents, teachers, school staff, administration, SST forms
Step 5	New interventions in place (if necessary)	60 school days	Tutors, volunteers, school staff, technology
Step 6	If student doesn’t respond to previous intervention, a referral for psychoeducational testing will be made.	Typically, after 1 full year of SST process and interventions unless other evidence exists indicating a need for urgent testing	School staff, school psych, parents

A student may be referred to testing if the SST determines that prior interventions had been implemented in previous schools. ILCS has implemented Response to Intervention and the chart below outlines the various tiered interventions utilized as part of the process.

RTI Process

Tier	Cut Points	Support
1	Universal, Classroom Instruction	In-Class Monitor, Differentiation of Instruction
2	Targeted Intervention (1 year)	Push in, Interventions for Specific Need, Support during and/or after School
3	Intensive Intervention (2 years or more)	After-school support required, Intense Targeted Intervention, SST Process

A variety of interventions are employed to foster success for a student in the SST process. Below is a list of interventions which is by no means exhaustive.

- Before/After-school intervention classes called “Success Academies”
- Cross-age tutors
- 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 in 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
- Student placed in a standard-level appropriate (remediated) class with parent permission only.

Parents have the opportunity to transition their student into lower level standards classrooms if the SST deems it to be beneficial and appropriate for the student. Students not meeting their age-appropriate standards may transition to a lower-standard classroom for the subject in which they struggle in order to master the background skills necessary to accomplish their grade- appropriate standards. All efforts will be made by the teachers to move these students back into their age-appropriate standard level as soon as student mastery is demonstrated at the lower level. This process only occurs in very rare and special circumstances as the school has followed the research of John Hattie and the limited effect size of retention for student success.

As a part of the Parent Compact, students identified as low performing in one or more subject areas may also be required to attend the free before or after-school academic support classes called Success Academies. ILCS offers after-school tutoring and small groups classes for each grade level for four hours a week. Before/After-school classes emphasize re-teaching sessions known as “interventions.” These intervention classes are uniquely structured to re-teach the same week’s lessons as well as pre-teach upcoming lessons. Students who have the prerequisites (background

knowledge) for learning new information are the ones who grasp it quickly (Bloom, 1984). Students who are consistently in need of academic support will be enrolled in remediation classes to attend over a longer period of time (4-30 weeks). Parents who enroll their student in the pre-arranged interventions are required to complete a permission slip.

“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).

In addition to Success Academy, ILCS has developed a reading intervention plan during the school day to support students who need extra support in the area of English language arts. Each day, the kindergarten teachers instruct targeted students in small guided reading and writing groups for 30 minutes on skills specific to the student’s needs. This program services approximately 30 at-risk students each day.

ILCS believes that all children can learn and will continually seek out additional solutions for students who are academically low-achieving, including instructional technology, home-to-school connections, tutoring, differentiated instruction, special education, and other strategies.

Plan for Students Who Are Academically High-Achieving

High achievers are able to work at higher standards due to the PACE program. A student will accelerate to higher standards classrooms if his/her assessments demonstrate mastery at the current level. Since the Charter School is on similar schedules for the content learning, students who leave a classroom for acceleration will not miss out on their other content areas. They will only be missing the subject in which they are accelerated. During this acceleration process, a meeting will also take place with the parent(s) and teachers involving the current teacher and a teacher from the level above (“Student PACE meeting”). High achievers will also be given the opportunity to participate in classes after school; these classes are designed to enrich the curriculum and may include technology, Robotics, 3D printing, and the arts. Differentiation through the PACE program will occur within and across grade levels to ensure that high achievers and gifted and talented education (“GATE”) students are appropriately challenged.

Plan for English Learners

Overview

ILCS meets 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 requirement. ILCS implements policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents. Currently 5% of students are identified as English Learners at ILCS. ILCS utilizes The ELA/ELD Development Framework as a guide for instruction and support of EL students.

Home Language Survey

ILCS administers the home language survey upon a student's initial enrollment into the Charter School (see enrollment forms in appendix M. If a student has attended another California school, the language designation is retrieved from CALPADS.

English Language Proficiency Assessment

All students who indicate that their home language is other than English are tested with the English Language Proficiency Assessments for California ("ELPAC").

The ELPAC Initial Assessment ("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 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 ELPAC Summative Assessment ("SA") is administered annually to students who have been previously identified as an EL in order to measure how well they are progressing with English development in, until they are reclassified as fluent English proficient. The SA testing window will be a four-month window after January 1 (February 1–May 31). 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.

ILCS notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from 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, the following criteria as set by the California Department of Education (CDE):

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC (Overall Proficiency Level (PL) 4) to determine whether a student has met the English Language Proficiency assessment criterion.
- 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 participation in the reclassification process includes parent notifications, parent meetings, sharing of student data and the process during and after reclassification, and final parent consent.
- 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.

Reclassification of ELs with Disabilities

- Students with disabilities, including those with the most significant cognitive disabilities, are provided with the same opportunities to be reclassified as students without disabilities. The IEP team may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English-proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (EC Section 313[f]). In accordance with federal and state laws, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student.
- ILCS will follow the CDE guidelines to reclassify EL Students with Disabilities in conjunction with the IEP team and families.

ILCS uses the recommendation guidelines provided by the CDE for working with and reclassifying EL students. The reclassification form is included in **Appendix E**.

Reclassification Fluent English Proficient (RFEP): Monitoring Process

Students who have been determined to be Reclassified Fluent English Proficient (RFEP) based on the above guidelines, are monitored for two consecutive years and as of this school year, 2019-2020, for 4 consecutive years (new guidelines) and are provided appropriate interventions and support as stated by the CDE guidelines. In the event that RFEP students are showing academic concerns as noted by the teacher and/or CAASPP scores or other benchmark assessments, they are referred to Success Academy. In addition, the Academic Improvement Plan tracks all teacher interventions such as:

- Student/Teacher Conference
- Parent/Student/Teacher Conference Progress report sent
- SCAT (Review Team for Attendance – Behavior)
- Tutoring
- Success Academy
- SST (Student Success Team)

Strategies for English Learner Instruction and Intervention

Teachers use ELD and Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English Learners. ILCS teachers are required to have a Crosscultural Language and Academic Development (CLAD) authorization or equivalent for employment at ILCS.

The ILCS 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 the following support, as defined below:

Daily English Language Development (ELD)

ILCS' ELD program includes lessons designed to lead students to English achievement as quickly and efficiently as possible, and to develop English listening, speaking, reading, and writing proficiency. 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 upon reason and evidence. Thinking Maps are used as a tool to extract EL students thinking process as a visual to support their academic writing.

Daily English Language Development (ELD) Curriculum

FastForward is a common core aligned program being utilized for EL students and is a top ranking EL intervention program noted by What Works Clearinghouse.

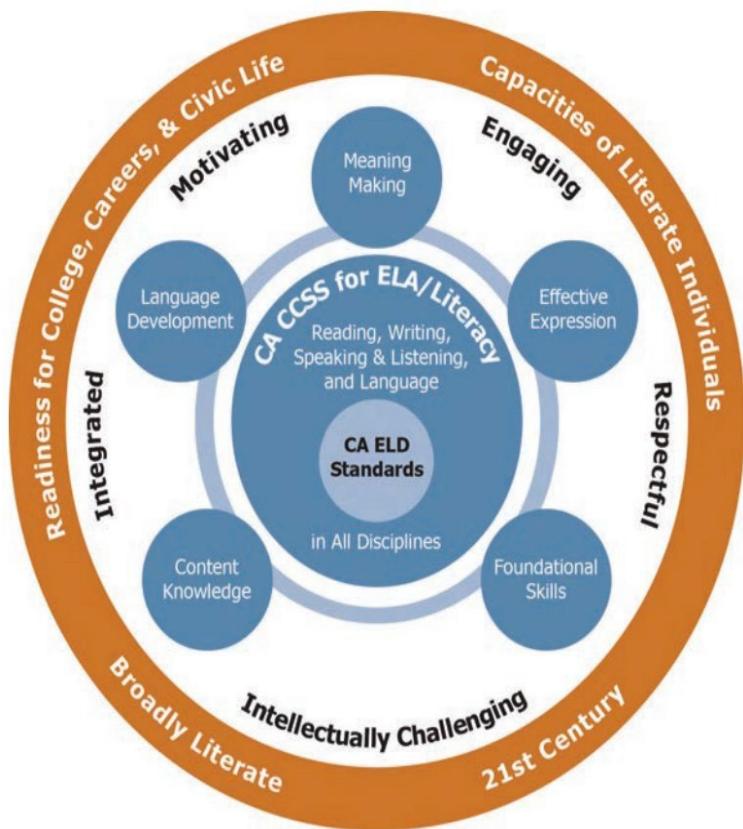
Specially Designed Academic Instruction in English

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 improved 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. All EL students at varying levels will participate in the *FastForward* Curriculum to bridge the gap in language proficiency and ensure academic gains. The ILCS curriculum also includes programs designed to infuse levels of self-esteem/efficacy and cross-cultural understanding and acceptance in all students.

ILCS currently utilizes state standard aligned curriculum (*Pearson & FastForward*) to address the needs of EL students in the elementary & middle school grades. Both programs are aligned to the State Standards. ILCS uses the ELA/ELD framework (2015) along with data and research to guide ELD curriculum decisions. EL students also receive supplemental instruction after school (if needed) in the remediation classes (Success Academies).

Dr. Lisa Urrea is currently the coordinator of EL programs at ILCS and will continue to supervise the development of the program along with Dayanara Garcia, Program Specialist, as the expected number of EL students will continue to increase in years to come.

FIGURE 21 *State Framework Chart for ELD instruction*



Monitoring and Evaluation of Program Effectiveness

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

- Adhering to ILCS adopted academic benchmarks by language proficiency level and years in 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 availability of adequate resources.

English Language Advisory Committee (“ELAC”)

ILCS will implement an ELAC in the event that the Charter School enrolls over 14 students who qualify as ELs. ILCS recognizes that the state requires an ELAC in traditional public schools with

21 or more students, but ILCS believes that EL students need special attention as an underserved group. ELAC responsibilities include advising administration and staff on programs and services and assist in the Charter School's needs assessment, annual language census, and improving attendance. The ILCS ELAC will follow all applicable ELAC regulations as outlined by the CDE and have assigned our Intervention Coordinator as our EL program coordinator (<http://www.cde.ca.gov/ta/cr/elac.asp>).

The Charter School ELAC committee has been established and officers are in place. ELAC responsibilities include advising administration and staff on programs and services and assist in the Charter School's needs assessment, annual language census, and attendance. The committee will follow ELAC regulations as outlined by CDE and guided by the EL Coordinator and Program Specialist.

Independent Study Students

ILCS offers an Independent Study Program (ISP) to students that correlates with the site based program. ILCS recognizes that a site based charter school is required to offer a minimum of 80 percent of its instructional time at the actual school facility. The Independent Study teacher will be responsible for a maximum of 25 independent study students. ILCS has estimated a total of 55 students in ISP during the 2019-2020 school year. The teacher meets with these students and their parents once every three weeks to determine goals, instruction and assessment of student progress. Students in this program are held to the same degree of standard and expectation as the regular program. Parents who enroll their students into the independent study program have access to extra-curricular programs, after-school interventions, field trips, books, and any resources available to site-based students. Independent study students are included in the state-mandated testing process and are required to attend the Charter School during testing periods.

In addition to complying with all laws that apply to charter schools in California in general, ILCS 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 is governed by an Independent Study policy adopted by the ILCS 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 available at the school office or online at www.inlandleaders.com).

ILCS ensures that independent study students have equal access to the existing services and resources at ILCS' site-based program by providing provides each independent study pupil with a supervising teacher who is qualified to provide the pupil with the same educational program provided at ILCS 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 bi-monthly) to go over assignments and assign new materials. Parents are provided with materials to cover the leadership training component of the ILCS curriculum and lessons that reinforce such concepts through weekly meetings with the teachers. Independent study students are expected to complete the community service project as well and participate in interventions. The Independent Study Agreement is attached in

Serving Students with Disabilities

Overview

Inland Leaders Charter School has taken steps over the past four school years to shift how students with disabilities are provided services. ILCS has adopted inclusive practices and strategies such as co-teaching and collaborative planning to improve the educational benefit for all students. During the 2019-20 school year, ILCS has reached a benchmark where all students attending ILCS will receive 80% or more of their education within the general education setting. Most students (approximately 90%) at ILCS receive their education in the general education setting with approximately 5% or less of their day in other settings for a related service. The other remaining 10% of students either have multiple services such as Speech & Language, Educationally Related Mental Health Services, Occupational Therapy, among a few, that cumulatively remove the student from the general education setting for more than 5% of the school day. Additionally, ILCS has continued to have a small growing population of moderate / severe students enter the Charter School. These students receive a modified curriculum with instruction provided within the general education setting. The students receive additional life skills instruction through a pull-out model.

ILCS 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 in Education Improvement Act (“IDEIA”), and any other applicable civil rights enforced by the U.S. Department of Education Office for Civil Rights (“OCR”).

ILCS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. ILCS shall continue to operate as its own local educational agency (“LEA”) member in the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). ILCS 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.

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

Services for Students under the “IDEIA”

The following description regarding how special education and related services are provided and funded is included below by ILCS for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services is provided and

funded is set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of ILCS and the SELPA. A copy of the MOU has been provided to the District and is available upon request.

The Charter School shall provide special education instruction and related services for special education students enrolled in the Charter School in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School provides services for special education students enrolled in the Charter School. The Charter School follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment, and records as required or imposed by law.

Search and Serve

ILCS 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. ILCS 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.

ILCS 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. ILCS shall follow the Student Success Team (“SST”) model outlined in the Charter to support students. If the SST 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 Psychoeducational Assessment.

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

Interim and Initial Placements of New Charter School Students

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

ILCS 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 ILCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, ILCS 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 ILCS from a district-operated program under the same special education local plan area of ILCS within the same academic year, ILCS 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 ILCS with an IEP from outside of California during the same academic year, ILCS 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 ILCS 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 ILCS, 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 IDEIA, as provided in Section 1414, Title 20 of the United States Code. ILCS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. ILCS shall obtain parent/guardian consent to assess ILCS 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. ILCS’s internal method for referral for assessment will be the Student Success 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 ILCS within 15 days. ILCS 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 ILCS 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. ILCS 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 Charter School will have an IEP that documents assessment results and eligibility determination for special education services.

IEP Meetings

ILCS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. ILCS shall be responsible for having the following individuals in attendance at the IEP meetings: the Coordinator of Student Services and/or the ILCS-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; the parent/guardian of the student; 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

ILCS 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 ILCS students in accordance with the policies, procedures, and requirements of the SELPA and State and Federal law.

IEP Implementation

ILCS 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 ILCS's non-special 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.

Non-public Placements/Non-public Agencies

ILCS 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

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

Non-discrimination

It is understood and agreed that all children will have access to ILCS, and no student shall be denied admission or counseled out of ILCS 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

ILCS has developed a thorough and comprehensive set of service to provide students who demonstrate need. ILCS employs providers for specialized academic instruction, speech and language services, individual counseling, counseling and guidance, psychological services, parent counseling, and behavior intervention services. ILCS currently partners with three outside agencies including Riverside County Office of Education and two NPAs to provide specialized services such as Occupational Therapy, Orientation and Mobility, Specialized Vision Services, Deaf and Hard of Hearing Services, and Audiology Services.

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

It is the goal of ILCS to employ a full time Coordinator of Student Services maintaining a valid PPS School Psychologist credential, employ three full-time Education Specialists with necessary credentials (Mild/Moderate or Moderate/Severe), one and a half full-time Speech-Language Pathologists, and a full-time Mental Health / Behavioral Health Specialist maintaining a LMFT or AMFT state license.

ILCS will have complete access to a Coordinator of Student Services, currently Mr. Steve Perry, employed to manage and coordinate services. The Coordinator of Student Services 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 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, ILCS may also seek related services (e.g., Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. ILCS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Notification and Coordination

ILCS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School has adopted and implemented policies relating to all special education issues and referrals.

Due Process Hearings

ILCS may initiate a due process hearing or request for mediation with respect to a student enrolled in ILCS 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, ILCS shall defend the case.

Complaint Procedures

ILCS has adopted policies for responding to parental concerns or complaints related to special education services. ILCS shall receive any concerns raised by parents/guardians regarding related services and rights, and ILCS'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 Charter 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

ILCS is solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by ILCS shall be accessible for all students with disabilities. ILCS 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 ILCS. 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, 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 IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the

student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

All 504 team 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 is available at the school office or at www.inlandleaders.com.

Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals and actions, both schoolwide and for each subgroup of pupils, to achieve the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in Appendix AA. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and 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 the Charter School at the school site.

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 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 paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.

- *Education Code Section 47605(b)(5)(B)*

Goals, Actions and Measurable Outcomes Aligned with the State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in Appendix AA. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and 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 the Charter School at the school site.

Methods of Assessment (Element 3)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

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

ILCS 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 CAASPP testing administered in the spring as per state law, the *Pearson* assessment program, *Illuminate* assessments, multiple assessments developed by research-based publishers, and authentic assessments that demonstrate the practical mastery of subject areas for individual students.

ILCS recognizes that assessments must be formative to allow adjustment to the educational strategies, as well as summative to evaluate effectiveness. ILCS views data driven decision making as philosophically aligned with our results-oriented programming. Without the data, ILCS is not aware whether ILCS has objective, positive results. The list below includes both formative and summative assessments that are administered at ILCS:

- Student portfolios
- Pearson ReadyGen and Envision 2.0 embedded online benchmarks
- Key data systems (*Illuminate*) benchmark assessments that align to CAASPP
- Student self-assessment using the standards accomplished matrix
- *ESGI and Let's Go Learn* online assessments
- *Star Assessment* through Renaissance Place
- State mandated standardized tests
 - SBAC
 - California Science Test ("CAST")
 - California Alternate Assessment ("CAA")
 - ELPAC
- California Physical Fitness Testing ("PFT")
- Textbook/publisher-developed assignments and assessments.
- Faculty/teacher developed assessments
- Anecdotal records such as running records to track student reading performance. Many of these records will be placed in a student portfolio.
- Student Conduct Records in the student database
- Parent, staff and student surveys collected throughout the year ([appendix Q](#)).

Please also refer to the table in Appendix H of this charter for a complete description of the assessments used at ILCS. In addition, ILCS affirms that 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

ILCS collects, analyzes, and reports student achievement in a continuous manner. At the beginning of the year (within the first two weeks of school) students are assessed using norm referenced, research-based measures to determine math and language arts levels and progress. Teachers meet weekly to analyze the results of the data in Professional Learning Communities (PLCs). At these meetings teachers determine which students need more aggressive support, acceleration, remediation, Success Academies and Strategic Learning Plans. Curriculum and instruction is also discussed in light of the patterns of student achievement or lack thereof. Formal assessments occur at the end of every grade reporting period (a total of three times a year). A formal assessment plan and schedule for each grade level is included in [appendix H](#).

State assessments are analyzed once results are received from the state. Teachers are 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 analyze school-wide trends and discuss possible solutions to gaps in student achievement. ILCS utilizes the *Illuminate* data system to disaggregate SBAC data and run reports for teachers and administration to analyze.

Use of Data for Reporting Pupil Achievement

In addition to formal assessments, teachers use classroom-based observations and assessments as part of the grading process. Students receive a standards-based report card at three intervals throughout the school year during parent conferences. The report card reflects student progress on the standards using the levels of "far below standard, approaching standard, at standard, above standard." The report card also includes leadership progress grades and attendance data.

During the school year students are given a matrix, or map of the standards for language arts and math. This matrix organizes the standards into a chart with kid-friendly language. Students monitor their own achievement of the standards by filling in the chart once artifacts and assessments prove mastery of a standard. In this manner, students are able to use a graphic organizer to track their own progress and identify areas of strength and weakness as well as areas for improvement. This device is also used as one of the tools for the advancement of students in the PACE program.

ILCS utilizes the *Illuminate* data system to provide parents with on-going information in regards to their student's progress through the parent portal. The portal also contains the student's report cards, state scores, gradebooks and attendance data.

School Accountability Report Card

Data is 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.

Independent Performance Evaluation

In the spirit of continuous improvement, within the term of this charter, ILCS will also seek out an independent evaluation of its pupil performance with a specific focus on reviewing the program and its strengths and weaknesses meeting pupil and school-wide outcomes. ILCS shall utilize the results of this evaluation to make alterations to its program. ILCS has budgeted appropriately for this factor under consultants in the planning budget. ILCS has currently retained services for evaluation through the Western Association of Schools and Colleges (WASC) and received the highest accreditation (six years) from WASC in the spring of 2018 ([appendix S](#)).

Governance Structure (Element 4)

Governing Law: 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)

Non-Profit Public Benefit Corporation

ILCS is a direct funded, independent charter school and operated by Inland Leaders Charter Schools, a California non-profit public benefit corporation, pursuant to California law.

The Inland Leaders Charter Schools Articles of Incorporation, Bylaws, federal and state non-profit status letters, and Conflict of Interest Code are provided in [appendix T](#).

ILCS 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 ILCS. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of ILCS, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by ILCS as long as the District has complied with all oversight responsibilities required by law.

Inland Leaders Charter Schools Board of Directors

ILCS is 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 and ILCS will comply with all sections of 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, consisting of parent representatives and community members. In compliance with Government Code Section 1090, 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(c), 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 shall 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 three community members and two parents of students currently attending ILCS. With the addition of any additional schools to the Inland Leaders Charter Schools organization, the Board of Directors reserves the right to add at least one parent of a student currently attending other charter schools operated by Inland Leaders Charter Schools.

Attached as [Appendix B](#), please find a list of the current Board of Directors, along with corresponding biographical information for each.

Election of Parent Board Members

Parent Board members must be the current parent/guardian of a student enrolled in ILCS. A parent member will resign their position if they no longer have students attending ILCS. Parent Board members shall be elected by a simple majority vote of all parents/guardians of students currently enrolled in ILCS, other charter schools operated by Inland Leaders Charter Schools, and employees of Inland Leaders Charter Schools.

Election of Community Members

ILCS shall seek community members with expertise in areas critical to school success including but not limited to education, school finance, fund raising, facilities, government, business, and legal. Community members may be nominated by the Inland Leaders Charter Schools Board of Directors, parents, or employees, and shall be elected by a simple majority vote of all parents/guardians of students currently enrolled in ILCS, other charter schools operated by Inland Leaders Charter Schools, and employees of Inland Leaders Charter Schools.

Board of Directors Terms & Elections

Directors shall serve a term of four years. No director may serve more than five consecutive terms. After serving five consecutive terms, an individual must take one 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 meets regularly, at least once a month, excluding emergencies, and in accordance with the Brown Act and Education Code Section 47604.1. The Board of Directors is fully responsible for the operation and fiscal affairs of ILCS including, but not limited to, the following:

- Upholding the mission and vision of ILCS.
- Overseeing the implementation of the charter by the Executive Director.
- Providing notice and holding meetings in compliance with the Brown Act.
- Creating external or sub-committees 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 policies.
- Approving and monitoring the ILCS annual budget and budget revisions.
- Monitoring the Charter School's fiscal practices.
- Act as a fiscal agent, including receipt of funds for the operation of ILCS and the solicitation and receipt of 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 risk related 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 of Board meetings.
- Review requests for out of state or overnight field trips.
- Participate in the dispute resolution procedure 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
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
- Adopt an independent study policy for the ILCS 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 which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

All Inland Leaders Charter Schools Board of Directors meetings and committee meetings shall comply with the Brown Act. The Board shall meet within the physical boundaries of the county in which the Charter School is located, in accordance with Education Code Section 47604.1.

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 T](#).

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 ILCS 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 is the leader of ILCS. The Executive Director ensures that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director must report directly to the Inland Leaders Charter Schools Board of Directors, and s/he is responsible for the orderly operation of ILCS, the implementation of Board-adopted policies and the supervision of all employees in ILCS.

The Executive Director is assigned 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 ILCS 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 ILCS 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 Charter 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 ILCS 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 SARC and LCAP
- Present fiscal audit to the Inland Leaders Charter Schools Board of Directors and after review by the ILCS 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 of ILCS or other employee of Inland Leaders Charter Schools, or to an appropriate third party contractor as allowed by law.

Parent Teacher Volunteers

A strong vibrant parent/teacher volunteer group has formed and effectively supports volunteer and school programs at ILCS. Parents are encouraged and recruited to be responsible for parent involvement in school activities, fund raising, and advising the Board of Directors on any and all matters related to the strengthening of the ILCS community. Parent committees are active in coordinating the parent volunteer program and raising funds for items such as after-school electives, field trips and campus beautification. In addition, ILCS has employed a student activities coordinator who works alongside parents, teachers and administration to provide engaging community events for all students and families.

Parent Involvement

In addition to the role of parents on the Inland Leaders Charter Schools Board of Directors, parents are strongly encouraged to contribute a minimum of 20 hours per family, per academic year to ILCS. The Executive Director maintains 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, fund raising or Academic/Arts Events; or, other activities. ILCS currently provides day care for parents with babies and toddlers to allow them to volunteer in classes on Tuesdays and Fridays as well as attend school meetings. Pursuant to Education Code Section 47605(n), 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.

Organizational Chart

Please find the Inland Leaders Charter Schools/ILCS organizational chart, attached in [appendix I.](#)

Qualifications of School Employees (Element 5)

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

ILCS is dedicated to hiring the most dedicated and knowledgeable staff. ILCS seeks to hire teachers with different areas of expertise. ILCS 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, and as described in Element 6, prior to commencing employment with ILCS. ILCS shall ensure that teachers hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, in accordance with Education Code Section 47605(1). ILCS recognizes that AB 1505 requires all teachers to be credentialed by July 1, 2025. Documentation of appropriate teacher credentials shall be maintained on file at ILCS and shall be subject to periodic inspection by the District.

ILCS employs teachers, classified employees, coordinators, and administrators, as reflected in the budget. These positions include a range of services and support such as physical education, electives, pupil support staff, success coaches, yard duties, food service, office staff, core teachers and custodians. ILCS also maintains contracts with a list of after-school providers, such as tutors, that are reflected in the budget under the "electives" object codes.

The following are a list of key personnel to be employed by ILCS along with corresponding qualifications:

Teacher Qualifications

The most important characteristic of teachers at ILCS will be their care for students, enthusiasm, willingness to work hard and responsibility for student learning. Specific qualifications include:

1. All teachers are required to hold a CLAD certification or an equivalent English Learner authorization recognized by the California Commission on Teacher Credentialing
2. All core teachers are required to hold a Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. (Education Code Section 47605(1)). ILCS recognizes that AB 1505 requires all teachers to be credentialed for their certificated assignment by July 1, 2025.
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 two years of elementary 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.
- Is open to input and feedback regarding professional growth and performance.
- Good organizational skills
- Is open 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.

ILCS recognizes its options to retain multiple-subject teachers or single-subject teachers for the middle school program. ILCS will seek to hire single subject teachers as a recommendation of the YCJUSD.

Executive Director Qualifications

The Executive Director supervises the ILCS teachers and non-instructional staff. The Executive Director shall act as the instructional leader at the school 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 ILCS Board of Directors.

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 or other EL authorization

Non-Certificated Staff

ILCS shall seek non-certificated candidates that embrace the mission and vision of ILCS and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Non-certificated staff members must exhibit the following minimum qualifications¹

- Adequate professional training and/or experience;

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

- And any and all licenses or certifications necessary to perform the responsibilities of the position
- Positive references
- All paraprofessionals must meet all applicable requirements for paraprofessionals, pursuant to Education Code Section 45330(c)(1)-(3).

Professional Development/ Leadership Model

Staff development takes place every week during times when students are not in classes. Teachers meet on a daily/weekly basis to develop their skills and expertise in focused areas. The focus for staff development is the implementation of State Standards. A proposed three year staff development plan is located in [appendix U](#).

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

ILCS has partnered with RIMS-BTSA (a Beginning Teacher Support and Assessment program throughout Riverside, Inyo, Mono, and San Bernardino counties) to provide induction services for new teachers. Currently, ILCS has six teachers involved in the program. The Executive Director serves as the liaison with RIMS-BTSA and is responsible for overseeing the program at the site level.

Recruitment

ILCS'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.

When a vacancy occurs, the Executive Director² shall establish an ad hoc Hiring Committee comprised of the Executive Director, administrative assistant, 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, ILCS will provide upon request its employment handbook. 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 committee in the case of the Executive Director's vacancy.

Health And Safety (Element 6)

Governing Law: 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, ILCS has adopted and implemented full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers. 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.

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

Procedures for Background Checks

Employees and contractors of ILCS are 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 ILCS Executive Director monitors compliance with this policy and reports to the Board of Directors on a regular basis. The Board Chair monitors 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 non-certificated and certificated staff are mandated child abuse reporters and must 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 Testing

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 Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

ILCS adheres 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. ILCS adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

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 schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, 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 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include 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, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated 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 conducive to learning
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

ILCS adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

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

Blood borne Pathogens

ILCS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board of Directors has established 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

ILCS functions as a drug, alcohol and smoke-free environment.

Facility Safety

ILCS complies 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. ILCS tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. ILCS conducts fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

ILCS 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, age, 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. ILCS has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at ILCS (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 ILCS anti-discrimination and harassment policies. Sexual harassment training is provided through the CCSA *SafeSchools* program each school year to all staff members including certificated and classified employees as well as the Board Chair.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children

Racial and Ethnic Balance (Element 7)

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

- *California Education Code Section 47605(b)(5)(G)*

ILCS will be non-sectarian 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).

The administration has developed an outreach plan, attached as [appendix D](#) to address the dissemination of information to students of all backgrounds with the goal of achieving a racial and ethnic balance reflective of the general population residing within the territorial jurisdiction of the District. ILCS is currently determining the success of its most recent outreach activities and will be modifying its plan based on results. As indicated in demographic charts, ILCS has been successful in its outreach to the English Learners, Hispanic families and low socio-economic families.

The outreach plan shall be evaluated by ILCS on an annual basis to consider the level of success of each outreach method toward reaching the ethnic balance goal. As necessary the outreach plan shall be updated to focus on the methods of outreach which have been most successful.

Annually the ILCS administration team analyzes data to ensure percentages are increasing towards a racially and ethnically balanced school in alignment with the YCJUSD percentage increases.

In the past five years, ILCS has grown significantly in achieving and growing a diverse population of students. In 2014-2015 there were 12 English Language Learners (ELL), now in the current 2019-2020 school year, there are 53 EL students. ILCS expects this number to continue to rise based on the level of services it provides to EL students and the geographic location of the California Street Campus. With the number of EL students growing above 21 an ELAC committee was formed and is in full operation with one of its main efforts to share information about ILCS via community outreach.

With our community outreach efforts, data indicates the Hispanic population has increased by 7% going from 22% in 2014-2015 to 29% in 2019-2020.

It is our intention to follow our outreach plan articulated in the petition to maximize our applicants to include a diverse population to match the YCJUSD racial and ethnic balance.

Diversity Committee Members

Name/ contact information	Background
Dr. Lisa Urrea/lurrea@inlandleaders.com	Coordinator of Interventions, ILCS; professional research focused student self-efficacy.
Mrs. Luz Flores/luzguillerminacervates@yahoo	English Language parent representative
Mrs. Christine Vargas/chrisalf0902@gmail.com	English Language parent representative
Ms. Dayanara Garcia	Spanish Teacher

Admission Policies and Procedures (Element 8)

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).

- *Education Code Section 47605(b)(5)(H)*

ILCS 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.

ILCS 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. ILCS shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission to ILCS, 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. However, any student enrolled as an independent study pupil must reside in San Bernardino County or adjacent counties in accordance with 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.

The application process is comprised of the following:

- Parent attendance at a school orientation meeting (not required for admission)
- Completion of an application form

A voluntary orientation meeting for interested applicants' parents/guardians is provided to ensure parent/guardian understanding of and commitment to ILCS' vision and policies. All families seeking admission will receive extensive information about the ILCS philosophy and educational program, including information regarding the Parent Compact, attached, as appendix V.

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, ILCS 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. Preferences in the public random drawing will be given in the following order of priority in accordance with Education Code Section 47605(d)(2)(B)(i)-(iv):

- Category 1: Children of employees and Board members of Inland Leaders Charter Schools, not to exceed 5% of total enrollment of ILCS.
- Category 2: Siblings of students admitted to or attending ILCS who are residents of the District.
- Category 3: Siblings of students admitted to or attending ILCS who are not residents of the District.
- Category 4: All other residents of the District.
- Category 5: All other applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as 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 all preference categories are exhausted in the order provided above. Students in the lottery that are not able to secure a space will be placed onto a waitlist in the order that their name was drawn.

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 mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Enrollment Procedures

The parents whose children are selected by public random drawing to attend ILCS will be required to provide a completed enrollment packet, which includes the following:

- Parent Compact
- 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)
- YCJUSD "Drop slip" (if applicable)
- Release of records³

No student will be denied admission, excluded from ILCS programs, or otherwise disciplined due to their parent/guardian's failure to sign the Parent Compact or to volunteer in accordance with the Parent Compact.

ILCS has developed and adopted a comprehensive enrollment policy and procedure to implement the provisions herein. Documents related to the lottery process are viewable in appendix W.

ILCS utilizes the website, www.random.org in order to provide the best randomization of students possible at a live website in view of the public (see appendix W).

³ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Annual Independent Financial Audits (Element 9)

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

- *Education Code Section 47605(b)(5)(I)*

An annual independent fiscal audit of the books and records of ILCS will continue to be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of ILCS 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.

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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to 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.

Complete audit reports are on file with the District.

The independent fiscal audit of ILCS is a public record and posted on the school website and is provided to the public upon request.

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 the pupil's 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder 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 noncharter 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 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 it 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 of 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 and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director'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 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") 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 the student, the student's parent or guardian, or the student's educational rights holder of the basis for which the pupil is being involuntarily removed and the student's 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 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 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) 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 which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, 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 4 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 4 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 4 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 which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 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 schoolsite, 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) 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 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, 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) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) 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 which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, 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.
- q) 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 4 to 12, inclusive.

- r) 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 4 to 12, inclusive.
- s) 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 4 to 12, inclusive.
- t) 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 which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 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 schoolsite, 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.
 - u) 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).
 - v) 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 fire arm 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 one 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 parent/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: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of 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 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 non-attorney 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 five days

notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The 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 entity 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' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 one 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 alternative 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;
- b. 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) or 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 that 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 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 to not be eligible.

Employee Retirement Systems (Element 11)

Governing Law: 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 eligible employees of ILCS 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 are not eligible for STRS participate in and make contributions to the federal social security system. The Executive Director is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees. ILCS also retains the right to provide alternate retirement options for employees.

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

Public School Attendance Alternatives (Element 12)

Governing Law: 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 ILCS. Students who reside within the District who choose not to attend ILCS 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 policies. Parents and guardians of each student enrolled in ILCS will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in ILCS, except to the extent that such a right is extended by the local education agency.

Rights of School District Employees (Element 13)

Governing Law: 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 ILCS. Employees of the District who choose to leave the employment of the District to work at ILCS will have no automatic rights of return to the District after employment by ILCS unless specifically granted by the District through a leave of absence or other agreement. ILCS employees shall have any right upon leaving the District to work in ILCS that the District may specify, any rights of return to employment in a school district after employment in ILCS that the District may specify, and any other rights upon

leaving employment to work in ILCS 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 ILCS. Employment by ILCS provides no rights of employment at any other entity, including any rights in the case of closure of ILCS.

Dispute Resolution (Element 14)

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.

- *Education Code Section 47605(b)(5)(N)*

Disputes Between the Charter School and the District

ILCS Dispute Resolution/First Meeting. The Parties shall attempt in good faith to resolve any dispute arising out of or relating to the provisions of this Charter, or any other issue regarding the operation of ILCS and/or the relationship between ILCS and the District, promptly by negotiation between authorized representatives who have authority to settle the controversy.

- (1) Either party may give the other party written notice of any dispute not resolved in the normal course of business. Within fifteen (15) days after delivery of the notice, the receiving party shall submit to the other a written response. The notice and response shall include with reasonable particularity: (i) a statement of each party's position and a summary of arguments supporting that position regarding the dispute, and (ii) the name and title of the authorized representative who will represent that party and of any other person who will accompany the authorized representative. Within thirty (30) days after delivery of the notice, the authorized representatives of both parties shall meet at a mutually acceptable time and place.

In the event the District believes the dispute relates to an issue that could lead to revocation of ILCS's charter in accordance with Education Code section 47607, ILCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. Participation in the dispute resolution procedures outlined in this section shall not be interpreted in any way to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with the procedures and timelines set out in Education Code section 47607 and its implementing regulations.

- (2) Unless otherwise agreed in writing by the negotiating parties, the above-described negotiation shall end at the close of the first meeting of authorized representatives described above ("First Meeting"). Such closure shall not preclude continuing or later negotiations, if desired.
- (3) All offers, promises, conduct and statements, whether oral or written, made in the course of the negotiation by either party, their agents, employees, experts and attorneys are confidential, privileged and inadmissible for any purpose, including impeachment, in arbitration or other proceeding involving the Parties, provided that evidence that is otherwise admissible or discoverable shall not be rendered inadmissible or non-discoverable as a result of its use in the negotiation.

- (4) At no time prior to the First Meeting shall either side initiate an arbitration or litigation related to this Agreement except to pursue a provisional remedy that is authorized by law or by JAMS Rules or by agreement of the Parties. However, this limitation is inapplicable to a party if the other party refuses to comply with the requirements of Paragraph 1 above.

Mediation in Advance of Arbitration. If the matter is not resolved by negotiation pursuant to the procedures described above, then the matter will proceed to mediation as set forth below.

- (1) The Parties agree that any and all disputes, claims or controversies arising out of or relating to ILCS's Charter that are not resolved by negotiation pursuant to the procedures set forth above, shall be submitted to JAMS, or its successor, for mediation, and if the matter is not resolved through mediation, then it shall be submitted to JAMS, or its successor, for final and binding arbitration pursuant to the clause set forth in Paragraph 5 below. The Parties agree to equally share the costs of arbitration.
- (2) Either party may commence mediation by providing to JAMS and the other party a written request for mediation, setting forth the subject of the dispute and the relief requested.
- (3) The Parties will cooperate with JAMS and with one another in selecting a mediator from the JAMS panel of neutrals and in scheduling the mediation proceedings. The Parties agree that they will participate in the mediation in good faith and that they will share equally in its costs.
- (4) All offers, promises, conduct and statements, whether oral or written, made in the course of the mediation by either party, their agents, employees, experts and attorneys, and by the mediator or any JAMS employees, are confidential, privileged and inadmissible for any purpose, including impeachment, in any arbitration or other proceeding involving the Parties, provided that evidence that is otherwise admissible or discoverable shall not be rendered inadmissible or non-discoverable as a result of its use in the mediation.
- (5) Either party may initiate arbitration with respect to the matters submitted to mediation by filing a written demand for arbitration at any time following the initial mediation session or at any time following forty-five (45) days from the date of filing the written request for mediation, whichever occurs first ("Earliest Initiation Date"). The Parties will cooperate with JAMS and with one another in selecting an arbitrator from the JAMS panel of neutrals and in scheduling arbitration proceedings. The mediation may continue after the commencement of arbitration if the Parties so desire.
- (6) At no time prior to the Earliest Initiation Date shall either side initiate an arbitration or litigation related to this Charter except to pursue a provisional remedy that is authorized by law or by JAMS Rules or by agreement of the Parties. However, this limitation is inapplicable to a party if the other party refuses to comply with the requirements of Paragraph 3 above.
- (7) All applicable statutes of limitation and defenses based upon the passage of time shall be tolled until fifteen (15) days after the Earliest Initiation Date. The Parties will take such action, if any, required to effectuate such tolling. This paragraph shall not apply

to any revocation procedures by the District against ILCS's Charter in accordance with Education Code section 47607.

- (8) The Parties shall maintain the confidential nature of the arbitration proceeding and the Award, including the Hearing, except as may be necessary to prepare for or conduct the arbitration hearing on the merits, or except as may be necessary in connection with a court application for a preliminary remedy, a judicial challenge to an Award or its enforcement, or unless otherwise required by law or judicial decision.
- (9) In any arbitration arising out of or related to the ILCS Charter, the arbitrator(s) are not empowered to award punitive, exemplary damages, or attorney's fees. The Parties waive any right to recover any such damages.
- (10) Except as provided herein, any arbitration arising out of or related to the ILCS Charter shall be conducted in accordance with the expedited procedures set forth in the JAMS Comprehensive Arbitration Rules and Procedures as those Rules exist on the date the ILCS Charter is granted by the District, including Rules 16.1 and 16.2 of those Rules.

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)

Governing Law: 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 ILCS closes. The following procedures apply regardless of the reason for closure.

Closure of ILCS 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 ILCS, the District, the San Bernardino County Office of Education, the SELPA, the retirement systems in which ILCS employees participate (e.g., 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 ILCS 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 ILCS.

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, ILCS 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). ILCS will ask the District to store original records of ILCS students. All student records of ILCS shall be transferred to the District upon closure. If the District will not or cannot store the records, ILCS 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, ILCS will prepare final financial records. ILCS will also have an independent audit completed within six months after closure. ILCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ILCS 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 ILCS.

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

On closure of ILCS, all assets of ILCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending ILCS, remain the sole property of ILCS and, upon the dissolution of the Inland Leaders Charter Schools non-profit 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 ILCS 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, ILCS shall remain solely responsible for all liabilities arising from the operation of ILCS.

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

ILCS will utilize its reserve fund to undertake any expenses associated with the closure procedures identified above.



Miscellaneous Charter Provisions

Budgets

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

- Education Code Section 47605(g)

Attached as Appendix X please find ILCS' financial documents, which includes but is not limited to the following documents:

1. Current Year Budget and budgets for the next five years of operation
2. Cash flow and financial projections for five years of operation

Summary

The attached budget and cash flow projections are based on historical expenses and planned enrollment for the next five years. Inland Leaders Charter School (ILCS) has been in operation since the 2007/08 school year for grades K-6. 2010/11 added grade 7 and 2011/12 added grade 8. ILCS has demonstrated the ability and strong financial expertise for the last twelve years and is in a strong financial position with an estimated ending fund balance as of June 30, 2019 of \$9,595,926 of which \$37,530 is restricted. ILCS was required to maintain at least a 5% reserve as a condition of the first petition approval and currently maintains a reserve of over 90% of its operational costs. All LCAP costs are included in the budgets and the ILCS monthly finance committee has provided on-going review of school financials and projections.

Enrollment Projections

The charter school has twelve full years of historical enrollment and ADA data to pull from. 2018/2019 P2 ADA was reported at 988.77 in Grades K-8. 2019/20 projects ADA conservatively at 980. The attendance rate of 95% is based on a worst-case scenario estimation. ILCS runs over 95% historically as documented on state attendance records.

FIGURE 22- ENROLLMENT

Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK	80	80	80	80	80	80
K	96	96	96	96	96	96
1	96	96	96	96	96	96
2	96	96	96	96	96	96
3	96	96	96	96	96	96
4	104	104	104	104	104	104
5	104	104	104	104	104	104
6	104	104	104	104	104	104
7	104	104	104	104	104	104
8	104	104	104	104	104	104

Ind Study	51	51	51	51	51	51
Total Enrollment	1035	1035	1035	1035	1035	1035
ADA at 95%	980	980	980	980	980	980

Revenue

Revenue projections for the next five years were based on the state budget LCFF calculator (V20.1b). The following data from the LCFF calculator is provided as assumptions for the budget development for the next five years.

Charter School Data Elements required to calculate the LCFF												
Inland Leaders Charter (114256) - Budget Interim											7/1/19	
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
COLA & Augmentation	1.57%	0.85%	1.02%	0.00%	1.56%	3.70%	3.26%	3.00%	2.80%	3.16%	3.16%	2.00%
GAP Funding rate	12.00%	30.16%	52.56%	56.08%	42.97%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	0.00%
In-Lieu of Property Tax F-6 / F-7	611,962	705,416	906,887	1,072,074	1,067,926	1,188,293	889,076	900,953	913,154	900,257	900,257	900,257
Statewide 90th percentile rate	12,921	---	---	---	---	---	---	---	---	---	---	---
UNDUPLICATED PUPIL PERCENTAGE												
Charter School:	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment A-1, A-2, A-3	829	876	921	956	945	1,027	1,035	1,035	1,035	1,035	1,035	1,035
Unduplicated Pupil Count B-1, B-2, B-3	190	233	209	253	300	344	350	350	350	350	350	350
	1-yr percentage	2-yr percentage	3-yr percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Single Year Unduplicated Pupil Percentage	22.92%	26.60%	22.69%	26.46%	31.75%	33.50%	33.82%	33.82%	33.82%	33.82%	33.82%	33.82%
Unduplicated Pupil Percentage (%)	22.92%	26.60%	25.25%	25.25%	27.00%	30.64%	33.06%	33.71%	33.82%	33.82%	33.82%	33.82%
		Alternate	Alternate									
Concentration Grant Funding Limitation: District of Physical Location												
percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the												
Unduplicated Pupil Percent: D-3 / H-3	56.49%	55.64%	55.71%	54.85%	55.46%	55.00%	55.00%	55.00%	55.00%	55.00%	55.00%	55.00%
Unduplicated Pupil Percentage: Supplemental Grant	22.92%	26.60%	25.25%	25.25%	27.00%	30.64%	33.06%	33.71%	33.82%	33.82%	33.82%	33.82%
Unduplicated Pupil Percentage: Concentration Grant	22.92%	26.60%	25.25%	25.25%	27.00%	30.64%	33.06%	33.71%	33.82%	33.82%	33.82%	33.82%
AVERAGE DAILY ATTENDANCE (ADA)												
Enter P2 Data - Note: Charter School ADA is always funded on Current Year												
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Grades TK-3 B-1	406.64	405.51	415.02	414.51	415.14	466.21	465.00	465.00	465.00	465.00	465.00	465.00
Grades 4-6 B-2	292.44	314.54	302.90	312.32	308.11	317.94	310.00	310.00	310.00	310.00	310.00	310.00
Grades 7-8 B-3	104.60	130.34	175.82	201.30	195.67	204.47	205.00	205.00	205.00	205.00	205.00	205.00
Grades 9-12 B-4	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL ADA	803.68	850.39	893.74	928.13	918.92	988.62	980.00	980.00	980.00	980.00	980.00	980.00
RATIO: ADA to Enrollment	0.97	0.97	0.97	0.97	0.97	0.96	0.95	0.95	0.95	0.95	0.95	0.95
OTHER LCFF TRANSITION INFORMATION												
Miscellaneous Adjustments E-1	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid Adjustmer G-2	-	-	-	-	-	-	-	-	-	-	-	-
Funded Based on Target Formtpe/False	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

Revenue for the current year next five years is included below from the LCFF calculator summary page.

Components of LCFF By Object Code	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
8011 - State Aid	\$ 6,222,992	\$ 6,478,836	\$ 6,715,329	\$ 7,015,304	\$ 7,311,468	\$ 7,512,443
8011 - Fair Share	-	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	1,446,451	1,446,451	1,446,451	1,446,451	1,446,451	1,438,660
Local Revenue Sources:						
8021 to 8089 - Property Taxes	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes	889,076	900,953	913,154	900,257	900,257	900,257
<i>Property Taxes net of in-lieu</i>	-	-	-	-	-	-
TOTAL FUNDING	\$ 8,558,519	\$ 8,826,240	\$ 9,074,934	\$ 9,362,012	\$ 9,658,176	\$ 9,851,360
<i>Basic Aid Status</i>	-	-	-	-	\$ -	\$ -
<i>Less: Excess Taxes</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Less: EPA in Excess to LCFF Funding</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 8,558,519	\$ 8,826,240	\$ 9,074,934	\$ 9,362,012	\$ 9,658,176	\$ 9,851,360



In addition to the general state aid, property taxes and EPA through LCFF, ILCS will receive:

- Lottery Funding: the Charter School will receive approximately \$207 per ADA per year for state lottery revenue (\$54 restricted, \$153 unrestricted).
- Child Nutrition: The National School Lunch Program reimbursement rates are \$3.01 per reduced child and \$3.41 per free child. The State Meal Program reimbursement rate is \$0.32 per paid meal.
- Mandate Block Grant at \$16.86 per ADA.
- 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 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. ILCS is not estimating student population or ADA growth and therefore expenses reflect the static nature of the program at this time. Expenses have been projected for increases in cost of living adjustments and increases from various vendors. Below is a summary of the major expense categories and their underlying assumptions.

1000-3000 Series/ Staffing and benefits: In 2019/20 ILCS has 50.67 FTE certificated staff. ILCS is not expecting any expansion in staffing over the next five years as student enrollment will remain consistent. Substitute expense assumes 3% teacher absence at a daily sub rate of \$120. Stipend expenses include extra duties that staff perform such as coaching, tutoring and bonuses.

ILCS has no plans to increase its Classified Employee staffing structure, but will increase hours for current part time positions to provide for student needs such as the influx of special education students. The Charter School currently employs 35 FTE as classified employees.

Budgeted years include between 3% to 4% COLA for staff with specific positions budgeted for expansion of hours based on the increase in student needs. The student enrollment growth increase is estimated at 0%. Classified staff payroll is increased at 7% for the 2021-2022 school year to allow for a large adjustment to the payscale due to minimum wage increases and increasing wages due to the effect of "compression" on positions and roles.

ILCS currently covers the costs of health insurance for its employees with no employee deductions. The program provides a stipend for qualified employees who are currently covered by another plan from their spouse. The stipends are represented as expenses in the provided budgets and also provide a great savings for the health expense budgets. ILCS did not budget for increases in health stipends for staff and used current health plan access surveys to determine projections for future health costs. Budget projections are based on a 10% per year increase in health/medical insurance costs. Significant savings will be realized in the event that employees opt out of the health plan. ILCS finance committee and Board recognize that employee contributions to the health plan are a possible strategy for significant savings if needed, but this is not a part of the renewal projections at this time.

ILCS offers STRS for its certificated employees and Social Security for non-certificated employees. Current STRS rate increases are reflected in the budget expenses. Worker's Comp insurance is included at 1.1% of total salaries based on current premium rates paid to our provider.

4000 Series/ Books and Supplies: ILCS has recently adopted new math, reading, writing and science curriculum and does not anticipate major curriculum adoptions during the renewal term. 4000 series expenses are based on historical spending patterns and a fairly consistent level of spending without increases to student populations.

For Textbooks and Core Materials, ILCS expects to only assume replacement cost of textbooks and core materials. Many of the core materials are now digital in nature as well and do not cost as much compared to hard copy texts. \$31/ADA for other books and reference materials; Classroom Furniture is budgeted for only replacement costs as ILCS has a surplus of furniture at this time. The Charter School assumes monthly expenses of \$1,250/month in Custodial Supplies and \$1437/month in Office Supplies with growth each out year to accommodate the increase in material and vendor costs. Professional Development Supplies are estimated at \$187/certificated FTE. Educational Software is estimated at \$49 per student. ILCS maintains a one to one Chromebook program and estimates approximately 80 replacement computers each year at a total of \$340 per device. Student Food Service assumes an expense of \$46/ADA

5000 Series/ Services and Operating Expenditures: The Charter School has budgeted 3% of the general state aid as oversight fees payable to the local district including the use of the District facility.

Non-District facilities are budgeted based on current rental agreements of \$9833/month which includes the church and modular buildings lease costs.

Prop 39 Related Costs are based on the current agreement with Yucaipa-Calimesa Unified School District. The budget assumes this same exact space is kept through 2025 with the expense increasing at the rate of revenue increases each year.

Gas and Electric Utilities are budgeted based on 2019/20 actual expense (\$7,291/month) with utility rate increases in out years. ILCS is hopeful for reduced energy costs due to a new energy management system at the district owned property but did not project any savings in the budgets.

ILCS currently has insurance liability, excess liability, property, worker's compensation, and student accident coverage through our broker Barney & Barney. Out years are adjusted for 2.5% premium increases.

The Charter School has budgeted for limited support with a "back office" business provider (Edtec). These services are for consulting and "spot" checking reports on an as needed basis.

6000 Series/ Capital Outlay: Capital outlay currently accounts for projects involving the improvement of school property and depreciable expenses.

Cash Flow: A majority of the Books & Supplies expense lines are projected to be expensed in July, August and September of the fiscal year. Services and Other Operating are expensed based on historical spending patterns. ILCS is cash positive for every year of operation.

Contingencies and Reserves: ILCS began the current fiscal year (2019-2020) with an unaudited fund balance of \$ 9,595,926 of which \$37,530 is restricted. This unaudited fund balance exceeds the five percent recommended reserve. The Charter School projects to end the 2025 fiscal year with a fund balance of over 12 million dollars. The reserve balance will provide an ample padding in case of any economic downturn in the next five years.

Financial Reporting

ILCS shall provide reports to the District 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:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, 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 non-audited 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 School Accountability Report Card (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

ILCS shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less

than “A-/VII” in Best Insurance Rating Guide, or through self-insurance with a California Joint Powers Authority 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 ILCS’s insurer. The District Board of Education shall be named as an additional insured on all policies of ILCS. ILCS will provide evidence of the above insurance coverage to the District upon request or as otherwise agreed upon between the parties. At this time, ILCS maintains the following insurance types as required by the District:

COMMERCIAL GENERAL LIABILITY INSURANCE, which shall include: contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, for bodily injury and property damage liability insurance with combined single limits.

COMMERCIAL AUTO LIABILITY insurance which shall include: coverage for owned and nonowned autos.

WORKER’S COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

PROPERTY AND FIRE INSURANCE, shall be provided to protect: (a) Real Property, against risk of direct loss, commonly known as Special Form, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment, and supplies of the Charter School. If any District property is leased, rented, or borrowed, it shall also be insured by the Charter School in the same manner as (a) and (b) above.

ERRORS AND OMISSIONS INSURANCE

All of the Charter School’s insurance required by the Charter (i) shall name the District and its Board of Trustees, Board members, officers, Board-appointed groups, committees, boards, and any other Board-appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter “District and District Personnel”) as additional insured’s; (ii) shall contain no special limitations on the scope of protection afforded to District and District Personnel; (iii) shall be primary insurance, notwithstanding any terms to the contrary therein, and any insurance or self-insurance maintained by the District and/or District Personnel shall be in excess of the Charter School’s insurance and shall not contribute with it, despite any terms therein to the contrary; (iv) shall be “occurrence” rather than “claims made” insurance, with the exception of educators’ legal liability insurance; and (v) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer’s liability.

Each of the Charter School’s insurance policies shall be endorsed to state that coverage shall not be suspended, voided, canceled, reduced in coverage or in limits, or nonrenewed, or materially changed for any reason, without thirty (30) days’ prior written notice thereof given by the insurer to District by U.S. mail, certified, or by personal delivery. In addition to such notice provided to District by the insurer, the Charter School shall provide District with thirty (30) days’ prior written

notice, by certified mail, return receipt requested, of the suspension, voiding, cancellation, reduction in coverage or limits, nonrenewal, or material change for any reason, of any such insurance policy or policies.

The acceptance by the District of the above-required insurance does not serve to limit the liability or responsibility of the insurer or the Charter School to the District.

Each insurance policy shall be endorsed to state that the insurer shall waive all rights of subrogation against the District and District Personnel.

The Charter School shall furnish District with duplicate originals of insurance policies and original endorsements effecting coverage required by this Charter, which shall be received and approved by District no later than thirty (30) days after execution of this Charter. The duplicate originals and original endorsements for each insurance policy shall be signed by a person authorized by that insurer to bind coverage on its behalf. The procuring of such insurance or the delivery of duplicate originals and endorsements evidencing the same shall not be construed as a limitation on Charter School's obligation to indemnify the District and District Personnel.

The limits of liability shall apply only to indemnity available under the respective policies. Defense costs and attorney's fees shall not reduce the amounts available under the limits of liability under those respective policies.

Any deductibles or self-insured retentions must be declared to and approved by the District. The Charter School shall promptly respond to all inquiries from the District regarding claims against the Charter School and/or its outstanding insurance liability.

All of the District's insurance required by the Charter (i) shall name the Charter School and its Board of Directors, Board members, officers, Board-appointed groups, committees, boards, and any other Board-appointed body, and administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "District and District Personnel") as additional insured's; (ii) shall contain no special limitations on the scope of protection afforded to Charter School or Charter School Personnel; (iii) shall be primary insurance, notwithstanding any terms to the contrary therein, and any insurance or self-insurance maintained by the Charter School and/or Charter School Personnel shall be in excess of the District's insurance and shall not contribute with it, despite any terms therein to the contrary; (iv) shall be "occurrence" rather than "claims made" insurance, with the exception of educators' legal liability insurance; and (v) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

Each of the District's insurance policies shall be endorsed to state that coverage shall not be suspended, voided, canceled, reduced in coverage or in limits, or nonrenewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to Charter School by U.S. mail, certified, or by personal delivery. In addition to such notice provided to Charter School by the insurer, the District shall also provide Charter School with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension,

voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any such insurance policy or policies.

The acceptance by the Charter School of the above-required insurance does not serve to limit the liability or responsibility of the insurer or the District to the Charter School under the indemnification provisions above. Each insurance policy shall be endorsed to state that the insurer shall waive all rights of subrogation against the Charter School and Charter School Personnel.

The District shall furnish Charter School with duplicate originals of insurance policies and original endorsements effecting coverage required by this Charter, which shall be received by Charter School no later than thirty (30) days after execution of this Charter. The duplicate originals and original endorsements for each insurance policy shall be signed by a person authorized by that insurer to bind coverage on its behalf. The procuring of such insurance or the delivery of duplicate originals and endorsements evidencing the same shall not be construed as a limitation on District's obligation to indemnify the Charter School and/or Charter School Personnel as described above.

The limits of liability described above shall apply only to indemnity available under the respective policies. Defense costs and attorney's fees shall not reduce the amounts available under the limits of liability under those respective policies.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided.

- *California Education Code Section 47605(g)*

ILCS shall continue to utilize EdTec and Paychex HR services to provide a range of "back office" business functions including, but not limited to, sound financial management, human resources, payroll, attendance accounting, purchasing, and reporting. EdTec has been managing charter school budgets and finance operations for a variety of charter schools in California and is familiar with the complexities of the school finance realm. EdTec staff work closely with the ILCS Executive Director and Business Manager to support on-going operations. ILCS has budgeted the appropriate amounts to secure the services of EdTec consultants and Paychex HR. Information regarding Edtec and Paychex HR is located in [appendix Y](#).

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), ILCS shall pay the District the sum of 1% of the revenue of ILCS for the actual costs of supervisory oversight. 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. During the term of the Charter, the District is

not obligated to invoice for or itemize the actual costs of providing the oversight services. In the event that ILCS is able to obtain substantially rent free facilities from the District, the percent of revenue may reach a maximum of 3% of the revenue of ILCS, pursuant to Education Code Section 47613(b), but this shall not preclude ILCS and the District from entering into alternate facility agreements.

Visitation

ILCS 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. ILCS 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 Section 47607.

Response to Requests for Information

Pursuant to Education Code Section 47604.3, ILCS 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

Governing Law: 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(g)*

ILCS is located **at three** campuses in Yucaipa:

- The Bryant Street Campus – 13456 Bryant St., Yucaipa, CA (Bryant Street Baptist Church); and
- The California Street Campus – 12375 California St., Yucaipa, CA
- The Yucaipa Blvd Campus-34784 Yucaipa Blvd., Yucaipa, CA (Grace Point Fellowship)

Grace Point Fellowship has agreed to lease a portion of their facility to ILCS. The signed lease agreement will be provided to YCJUSD. The facility contains 16 classrooms, 2 large bathrooms, offices, and teacher work stations in its "educational building." The facility also maintains a grass field and playground apparatus, storage, assembly room to include indoor PE space, multi-purpose room, kitchen, shaded outdoor eating area, and ample parking.

The Bryant Street Church Trustee Board has provided a letter that demonstrates their commitment to continue the lease agreement with ILCS in **appendix Z** of this document. Bryant Street Baptist Church has 15 classrooms, 1 multipurpose room, 1 kitchen, a grass field, playground apparatus, large shade structure, assembly room, ample parking, and plenty of bathrooms. ILCS has purchased an adjacent two-acre property previously owned by the Lutheran Braille Workers. The property is currently used as a grass sports field for our PE program and 2nd grade modular classes.

ILCS will work with the District in regards to its current Proposition 39 agreement for the California Street Campus, and seeks to continue the use of the facility for its program.

ILCS is excited to have sites which are safe and conducive to student learning. As indicated in the lease agreement, ILCS and Bryant Street Baptist Church and Grace Point will remove or cover religious artifacts in the areas of the facilities that will be used by the Charter School in order to ensure the separation of church and state in accordance with law. ILCS will continue to explore future facility options to best serve students.

ILCS 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 enforcement agencies, as necessary.

Transportation

Home to school student transportation will not be available, except as required by law for students with disabilities in accordance with a student's IEP. ILCS encourages parents to assist one another with transportation through the use of carpooling and volunteerism.

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

Food Services

ILCS shall maintain nutritionally appropriate food on campus for lunch (in accordance with applicable California standards for school lunches) for students who did not bring a lunch and for students who qualify for free and reduced lunch. 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 schoolday. Meals will be made available in such a way that it is not readily apparent that students are receiving free or reduced price meals. ILCS has been approved to be reimbursed for free and reduced lunches by the California Department of Education, Nutrition Services Division and maintains positive administrative reviews by the CDE Nutrition Services Department.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district.

- Education Code Section 47605(g)

ILCS is operated by Inland Leaders Charter Schools, a California non-profit 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(d), an authority that grants a charter to a charter school operated by or as a non-profit 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. ILCS 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 ILCS.

Further, ILCS intends to enter into a memorandum of understanding with the District, wherein ILCS shall indemnify the District for the actions of ILCS 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 are determined by recommendation of the District and ILCS's insurance company for schools of similar size, location, and student population. The District is named an additional insured on the general liability insurance of ILCS.

The Inland Leaders Charter Schools Board of Directors institutes 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 renewal, 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. ILCS is eager to continue to work independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. The terms of this charter are not severable. The charter cannot be assigned to another entity without the prior written approval of the District. To this end, ILCS 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 charter renewal requesting a five year term from July 1, 2020 through June 30, 2025. ILCS recognizes pending changes to the statute governing charter renewal, which will allow for a renewal term of up to seven (7) years, based on performance criteria as outlined in statute, and reserves its right to seek a seven (7) year renewal term if the criteria is met, upon final passage of the new law.