



In partnership with Crafton Hills College and Esri



Charter Petition

Respectfully Submitted to the

Yucaipa-Calimesa Joint Unified School District Board of Education

Requested Charter Term: July 1, 2015 – June 30, 2020

Grades: 9–12

Vision

The vision of CLCA is to create the next generation of leaders that will be equipped to lead our community, nation, and world.

12375 California Street Yucaipa, CA 92399

www.craftonleaders.com

909-446-1100

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Introductory Documents

Letter to the YCJUSD Administration and Board of Education

July 31, 2014

Jim Taylor, Board President
Cali Binks, Superintendent
Yucaipa-Calimesa Joint Unified School District
12797 Third Street
Yucaipa, CA 92399

Dear Board President Taylor, Members of the Board of Education, and Superintendent Binks:

A charter petition for the Crafton Leaders Collegiate Academy (CLCA) is enclosed. The petition contains the signatures of parents or guardians of pupils who are meaningfully interested in having their child or ward attend the school. They represent at least 50% of the number of pupils that the school anticipates enrolling during the first year of operation. We have also submitted a list of teachers' names (at least 50%) also interested in becoming employed at CLCA. Both of the petition signature documents are provided in [Appendix W](#).

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

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

Though we have a well-rounded group of individuals assisting in this effort, and many individuals have signed the enclosed petition, Dr. Lisa Urrea, Dr. Corey Loomis, and Mr. Mike Gordon have been selected by the group to act as the Lead Petitioners and will serve as the group's liaison for all communications during the charter petition review and approval process. We look forward to the public hearing and approval process with the District. We understand that an initial public hearing of this charter petition will be held by August 31, 2014, and that a decision to grant or deny the charter will occur by September 31, 2014, as required by the Charter Schools Act of 1992. Please do not hesitate to contact me if you or any other board members have any remaining questions or concerns. We would be pleased to meet with you or any other board members to resolve or answer any outstanding questions or concerns prior to the hearing.

Your partners in education,

Mr. Mike Gordon: Lead Petitioner
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Dr. Corey Loomis: Lead Petitioner
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Home: (909) 790-7928
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Dr. Lisa Urrea: Lead Petitioner
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Yucaipa, CA 92399
Home: (909) 838-8017
Work: (909) 446 1100, extension 205

**Charter Petition of the
Crafton Leaders Collegiate Academy:
A California Public Charter School**

Whereas the governing board of the Yucaipa-Calimesa Joint Unified School District received a valid charter petition on July 31, 2014, duly signed by authorized parents or teachers and submitted pursuant to Education Code Section 47605, and

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

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

Be it further resolved that this charter constitutes a binding contract upon the Yucaipa-Calimesa Joint Unified School District and Crafton Leaders Collegiate Academy.

Witnessed:

President
Board of Education
Yucaipa-Calimesa Joint Unified School District

OVERVIEW: FOUNDERS AND HISTORY OF THE INLAND LEADERS CHARTER SCHOOLS

Crafton Leaders Collegiate Academy (CLCA) is founded upon the desire and demand for a high-quality high school program that meets the needs of unique students in Yucaipa and the surrounding communities of the Inland Empire. The current secondary school educational options for students consists of one local comprehensive high school, one continuation high school, one community day school, and one private religious institution. CLCA will bring another viable, public secondary school option to the area and fulfill the intent of the Charter Schools Act of 1992 with innovation and a high-quality choice for students in the challenging county of San Bernardino. CLCA is excited to be partnering with both Crafton Hills College and Esri. Esri is the global leader in developing and supplying Geographic Information Systems software and is located in Redlands, California. Esri inspires and enables people to positively impact the future through a deeper geographic understanding of the changing world around them. Crafton Hills College has developed a close relationship with CLCA to provide a Middle College pathway to students who seek to concurrently enroll in high school and college-level courses while targeting “first generation college” students. These partnerships will help create a strong foundation for CLCA to create a 21st-century program for students to successfully obtain vital 21st-century skills to become our leaders of tomorrow.

CLCA will be managed and directed by the Inland Leaders Charter Schools organization, which currently operates the Inland Leaders Charter School (ILCS). ILCS has demonstrated strong performance-based results over the last 7 years of operation in the kindergarten through eighth grades. Additional information about ILCS’s successes is included in the section below entitled “*CLCA: Founded on Current Success of Inland Leaders Charter School.*”

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

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

Founding Group and Background

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

CLCA will be governed and operated by the Board of Directors of the Inland Leaders Charter Schools, which has demonstrated excellent leadership and oversight of ILCS over the past 7 years. 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 YCJUSD Board Member (24 years)
- Rob Jamison (Treasurer): CPA and commercial auditor
- David Massongill (Secretary): Financial Planner
- Bonnie Mitchell (member): retired educator, Azusa Pacific Adjunct Professor
- Hershey McChesney (member): Instructional Coach, San Bernardino City USD

Mr. Mike Gordon, Dr. Corey Loomis, and Dr. Lisa Urrea are the charter developers and lead petitioners for CLCA.

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

Dr. Corey Loomis has extensive experience as a public school administrator. His experiences include 17 years of administrative and teacher positions. For the past 2 years, Dr. Loomis has service as the Director of Educational Services at ILCS. His main areas of responsibility include curriculum and instruction, professional development, Special Education services, and high school development. He has guided ILCS in the implementation of the California Common Core State Standards through effective training and teaching. Dr. Loomis spent 13 years of his career with Yucaipa-Calimesa Joint Unified School District (YCJUSD). Five years he served as an Assistant Principal for Yucaipa High School (YHS). Over the course of his tenure at YHS, he oversaw most aspects of the high school, including curriculum and instruction; Special Education; English

Learners (EL), A-G University of California course approval, GATE, and Advanced Placement (AP) programs; schoolwide district and state assessments; graduation; and campus safety and security. Dr. Loomis spent 4 years as the Principal of Green Valley High School (GVHS), Green Valley Independent Study (GVIS), and Yucaipa Adult School. Under his leadership, both GVHS and GVIS programs collectively grew 264 Academic Performance Index points (API), and YAS was granted accreditation through Western Association of Schools and Colleges (WASC). Dr. Loomis obtained his Master's Degree in Education in 2002 and his Doctorate in Education (Ed.D.) in 2011, both from the University of Redlands. In 2011, he was named Administrator of the Year for San Bernardino County by the Association of California School Administrators (ASCA). He also received special recognition by the Yucaipa-Calimesa Joint Unified School District Board of Education for his accomplishments in the spring of 2011. Other professional accomplishments for Dr. Loomis include presenting at the American Education Research Association (AERA) national conference (2012) and publishing his research in the California Association of Professors of Educational Administration (CAPEA) Journal (2011). Personally, Dr. Loomis has been married for 17 years and has three beautiful children, ages 13, 10, and 7. He has lived in Yucaipa for the past 14 years and is a proud member of the Yucaipa chapter of Rotary International.

Dr. Lisa Urrea is a long-time educator with over 23 years of experience in the field of education, with 13 of those years at the elementary and university level. As an elementary teacher, she was a lead teacher, reading specialist, and coach, creating, designing, and implementing programs. At the university level, she taught in the credentialing program as well as served as a student teacher supervisor. She has been part of WASC accreditation teams and district-level committees. She is also the founder of STEP Associates Inc., an educational consulting firm, and PULSE: A Thankful Heart Foundation, which serves full-of-potential youth, families, and schools. As a consultant, she has worked with numerous schools in San Bernardino and Riverside Counties to improve student performance. She assisted with project management, creating data systems, tracking, and analyzing data, including staff development for administrators and teachers. She created, designed, and has effectively implemented an RTI program, "Success Academies" to address the needs of students. In the Success Academies, the goal is success for all, and shifting students from a "failure mentality" to a "success mentality." As an extension of the Success Academy, she implemented a STEP UP Leadership Academy. She has coached administrators in creating and implementing school plans that are living documents, along with grant writing, and creating state-level presentations. Dr. Urrea has presented at the American Education Research Association (AERA) conference and California Education Research Association (CERA). She partnered with the University of Redlands and San Bernardino County Schools Student's in Foster Youth Project and San Bernardino County Sheriff's Department Juvenile Intervention Program, implementing a data tracking system and Success Academy Workshops. She holds a Master's Degree in Education with a Reading Specialization from Cal Baptist and a Doctorate in Leadership for Educational Justice from the University of Redlands. She also holds credentials in teaching and administration. Dr. Urrea lives in Yucaipa and has been married for 25 years. She has a daughter who graduated from YCJUSD and now attends Cal State, San Bernardino, and a son who currently attends Yucaipa High School.

Listed below is an extensive list of participants who helped develop and provide the necessary expertise for the CLCA charter program.

Name	Background
Mr. Mike Gordon	Executive Director, ILCS
Dr. Corey Loomis	Director of Education, ILCS
Dr. Jason Jimenez	Principal, ILCS
Dr. Lisa Urrea	Coordinator of Interventions, ILCS
Dr. Charity Plaxton-Hennings	Coordinator of Student Services, ILCS
Mr. David DiBase	Director of Education, Esri
Dr. Cheryl Marshall	President, Crafton Hills College
Dr. Rebecca Warren-Marlatt	Vice President of Student Services, Crafton Hills College
Dr. Bryan Reece	Vice President of Instruction, Crafton Hills College
Dr. Bob Denham	Retired Dean of School of Education, University of Redlands
Dr. Robert Stranger	President, Board of Education, ILCS Inland Leaders Charter Schools
Mr. Jan Button	Retired educator, community member
Mrs. Amy McLane	Parent, community member
Mrs. Angela Greco	Parent

CLCA: Founded on Current Success of the Inland Leaders Charter School (ILCS)

As noted above, CLCA will be governed and operated by the Board of Directors of the Inland Leaders Charter Schools, which also operates ILCS. ILCS was granted its initial charter in the spring of 2007 by the Yucaipa-Calimesa Joint Unified School District Board of Education. Since the inception of the ILCS charter, and during 7 years of operation, ILCS has become a viable and thriving school passionate about student achievement and dedicated to the development of student leaders. ILCS has built an expert team of administrators, teachers, consultants and community partners to proceed with developing CLCA to serve the needs of students in the high school levels. ILCS has an established history of strong fiscal, academic, and operational capacity from which to expand to the high school levels. The Board of Directors of the Inland Leaders Charter Schools has amended its bylaws and articles of incorporation to reflect the operation of another school upon the District's approval of the CLCA charter petition. (For additional information, please see the Governance Structure [Element 4] section of this charter.)

Major Accomplishments of Inland Leaders Charter School

ILCS has achieved various accomplishments in its first 7 years of operation:

- ILCS received the highest WASC accreditation granted to any school of 6 full years (clear six year).
- ILCS is proud of its API growth from 836 in our first year, to a peak of 896 in the year 2010–2011. Currently, the school maintains a schoolwide API of 878.
- ILCS was featured in a national charter magazine, *Charter Schools Today* (winter 2009), as a case study school under the article title “Making a Difference in the Community.”
- ILCS is proud of its 100% science fair participation rate in the fourth- through eighth-grade site science fair; three students who moved onto the state level; and one student who won a gold medal at the state level.
- ILCS fully implemented the Pupil Acceleration for Continued Excellence (PACE) program, which currently maintains over 12% of the students at ILCS that accelerate for one of their language arts and/or math periods into a higher grade level.
- ILCS maintained small class sizes of approximately 20 to 1 in kindergarten through grade three and 25 to 1 in grades four through eight.
- ILCS has maintained clear financial audits with healthy reserve amounts at approximately 45% of its operating costs.
- ILCS has created and implemented a viable and innovative special education program to meet the needs of our special education students.

- ILCS has developed a strong intervention program for its students, which includes the Response to Intervention services to meet the needs of our general and special education students. Special education students comprise less than 10% of the population, and ILCS has been able to immerse students into our program who are not typically able to handle a mainstream environment.
- Ninety-nine percent of ILCS students developed and implemented community service projects throughout the year, and demonstrated the value of service to their peers and parents. ILCS has developed partnerships with city government through programs such as the Graffiti Abatement Task Force, Make a Difference Day Activities, YAPs, and many others. ILCS has also participated in global projects such as *Change to Loosen Chains* (abolitionist project), Walk of Life to benefit the cancer society, and volunteering at various city events. Leadership training has occurred on a daily basis, and students with troubled backgrounds are developing positive character traits to help them thrive in the 21st century.
- ILCS has maintained full capacity in each grade level and currently has 850 students on a waitlist for entrance into the school. ILCS retains 98% of its students from one school year to the next, demonstrating an impressive satisfaction level from parents.
- ILCS has developed and implemented an extensive after-school electives program that includes tutoring for each grade level, Spanish, French, Chinese, the arts, music, dance, technology, and leadership.
- ILCS has developed and been awarded several grants to support student needs and school governance.
- ILCS has fully implemented a daily Spanish program in which students receive weekly lessons and cultural awareness.
- ILCS maintains a high rate of volunteerism on the part of parents and community members and has partnered with Yucaipa City Hall and the Yucaipa-Valley Water District to promote civic service and education in their respective fields.

THE NEED FOR THE CRAFTON LEADERS COLLEGIATE ACADEMY

Important contributions to public education

The founders of CLCA recognize that there is a clear need to improve public education in California and the United States. The need to offer additional high quality choices is of critical importance in the Inland Empire. Recent research indicates that students in the Inland Empire perform far lower than their counterparts elsewhere in California. In fact, San Bernardino County students fall below the average graduation and typical metrics for success. The data and charts in this section show the current disparities in this county, state, and nation.

The United States is behind compared to other nations

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

California schools need to significantly improve education offered to students

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

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

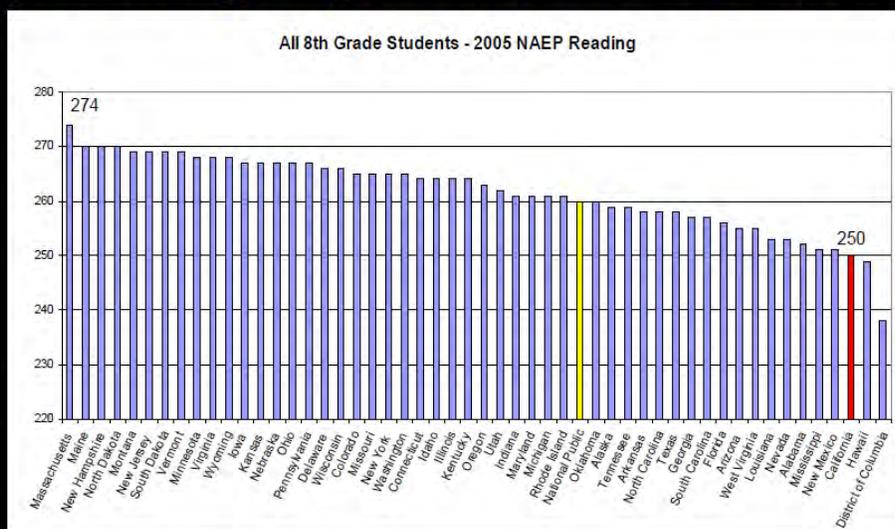
The educational achievement of children in the United States as a whole is significantly less than other industrial nations. California students are some of the poorest performing in the nation.

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

"Introduction

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

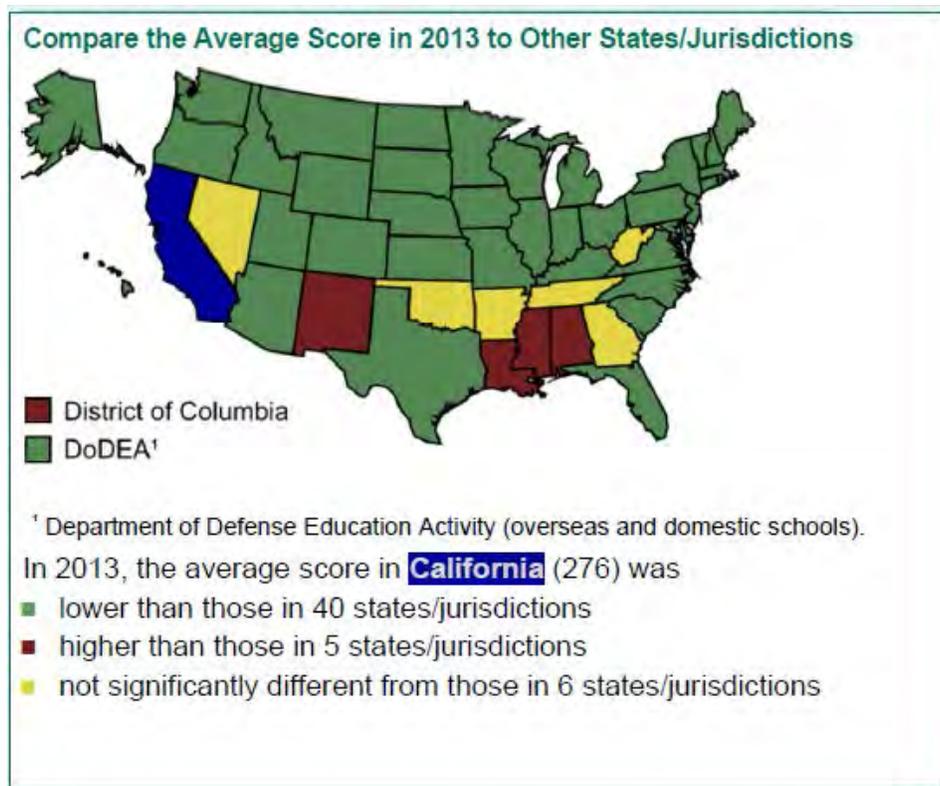
California's NAEP Scores for 8th Grade Reading Lag Behind Most States



Source: National Center for Education Statistics,
<http://nces.ed.gov/nationsreportcard/>

2007 by The Education Trust-West

New data reveal that California is still struggling compared to other states in the nation, as illustrated by the map below, which displays student results for the National Assessment of Educational Progress (NAEP) in 2013. This assessment tests students in math and reading in the fourth and eighth grades. Forty states actually scored higher than California on the NAEP, revealing the critical need for educational reform and improvement in the Golden State.



San Bernardino County's Educational Needs

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

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

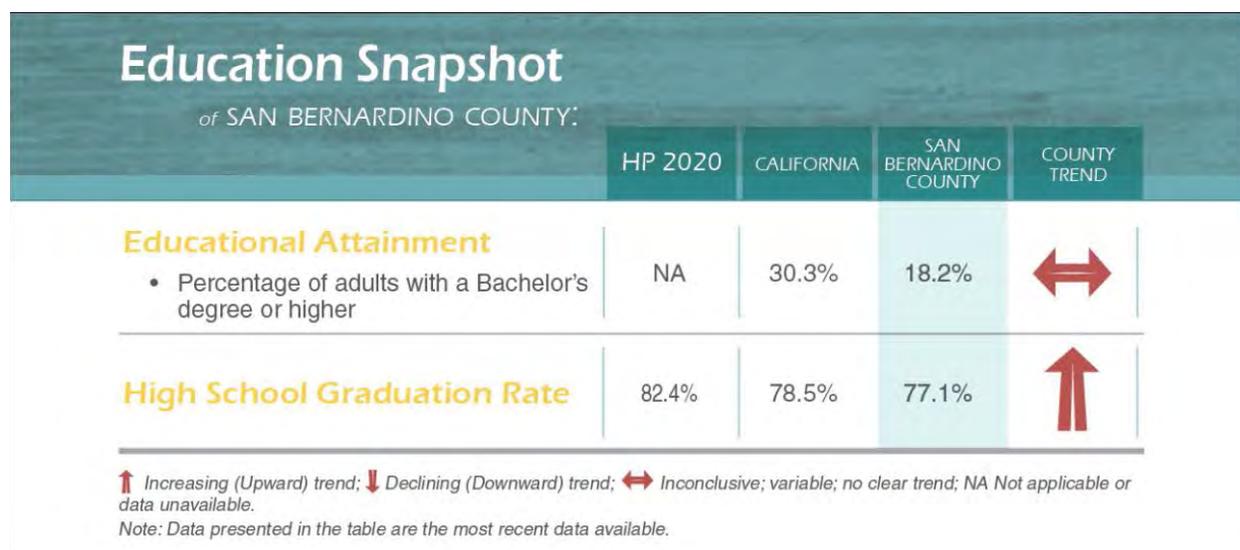
The global economy has been a demanding reality for nations since the end of World War II. The transformation in the 21st century is that the global economy has progressed beyond a contest between nations, to one where individuals are competing against each other for employment, economic opportunity, and economic security. It is in this context that California as a state, and San Bernardino County as a community, must strive to ensure the continuing success and prosperity of its citizens.

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

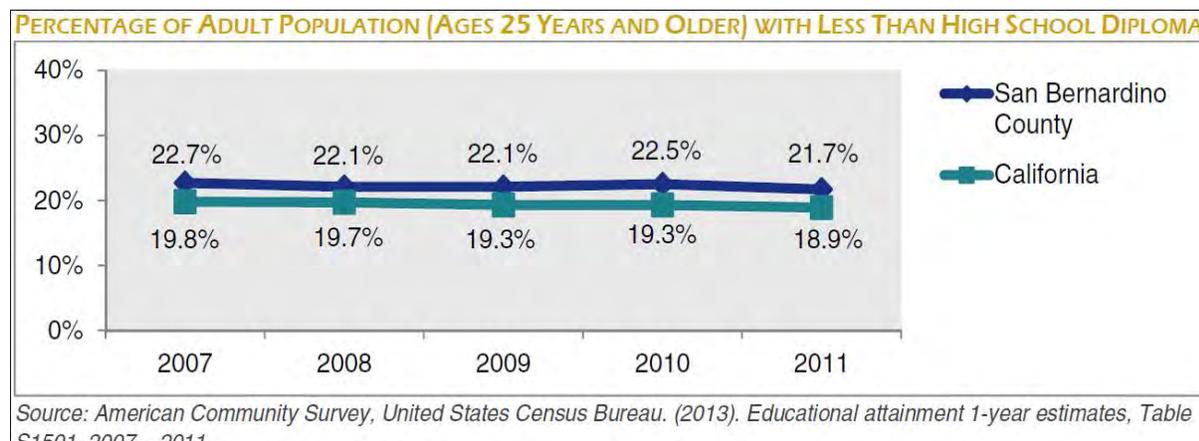
“CLCA will provide a public school opportunity to address the need for an educated population in our community, our state, our country, and our world.”

The Challenge

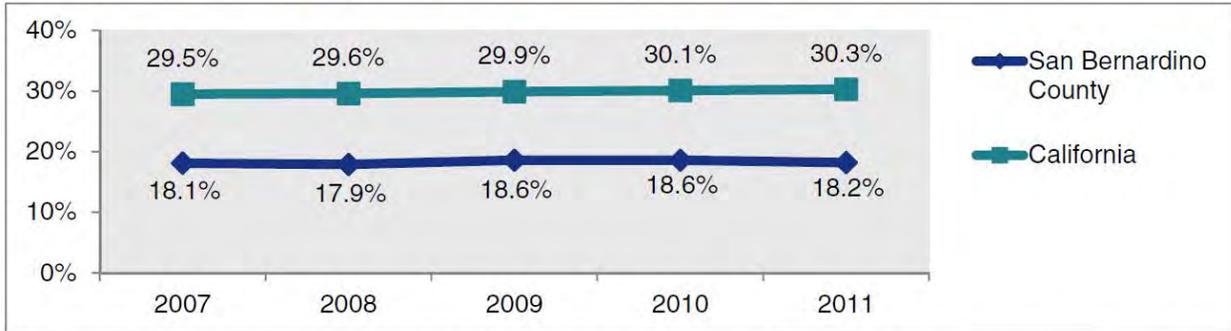
“More than 60 percent of the nearly 40,000 first-time freshmen admitted to the CSU require remedial education in English, mathematics or both. These 25,000 freshmen all have taken the required college preparatory curriculum and earned at least a B grade point average in high school. The cost in time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



Source: http://communityvitalsigns.org/Portals/41/Meetings/2013Stakeholder/CVS_data_report.pdf

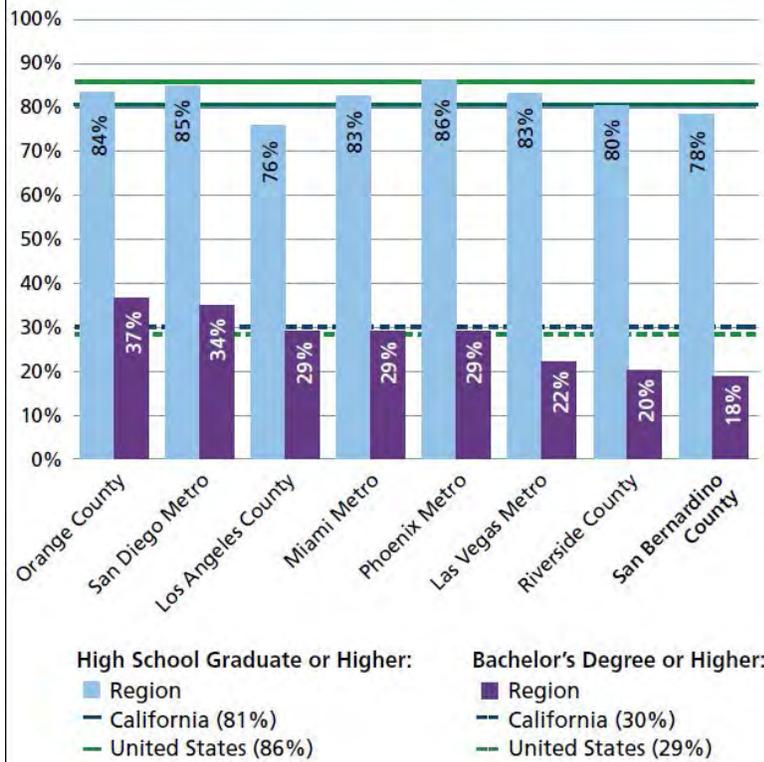


PERCENTAGE OF ADULT POPULATION (AGES 25 YEARS AND OLDER) WITH BACHELOR'S DEGREE OR HIGHER

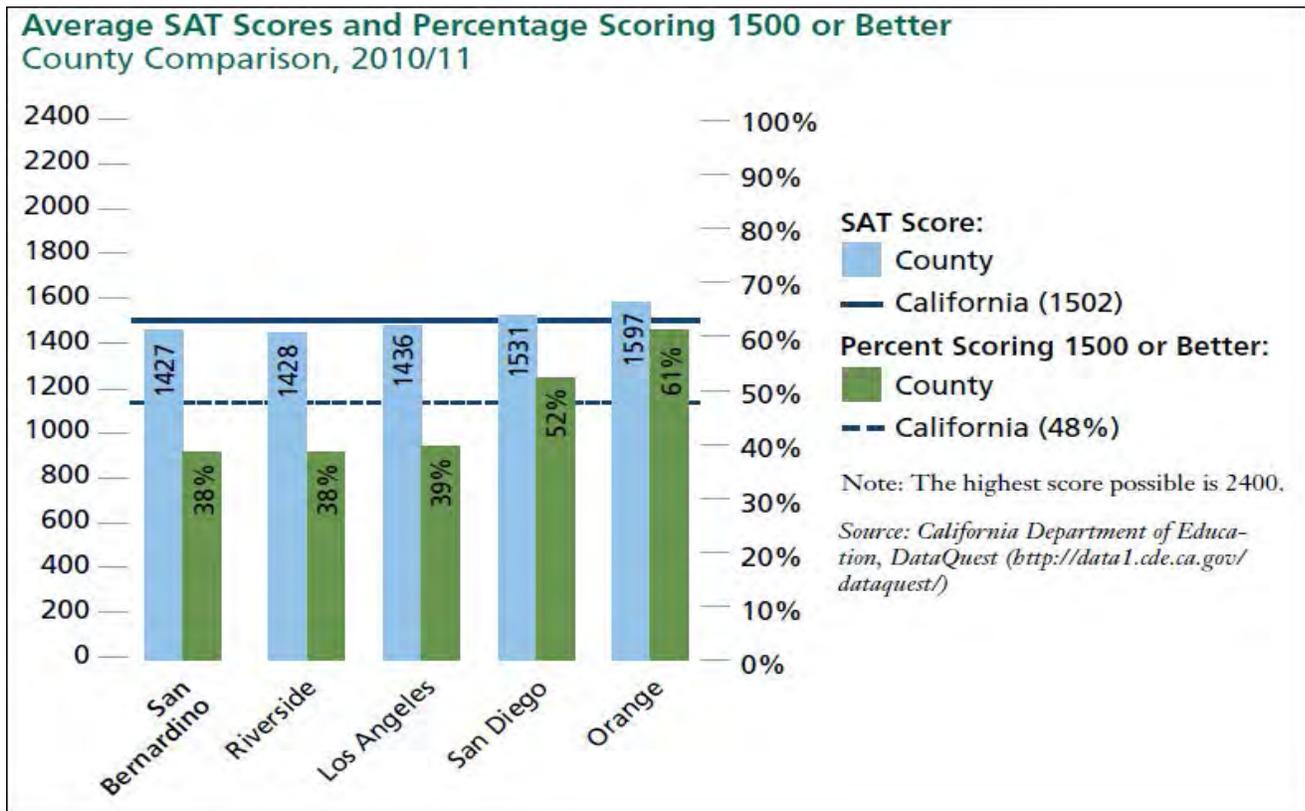
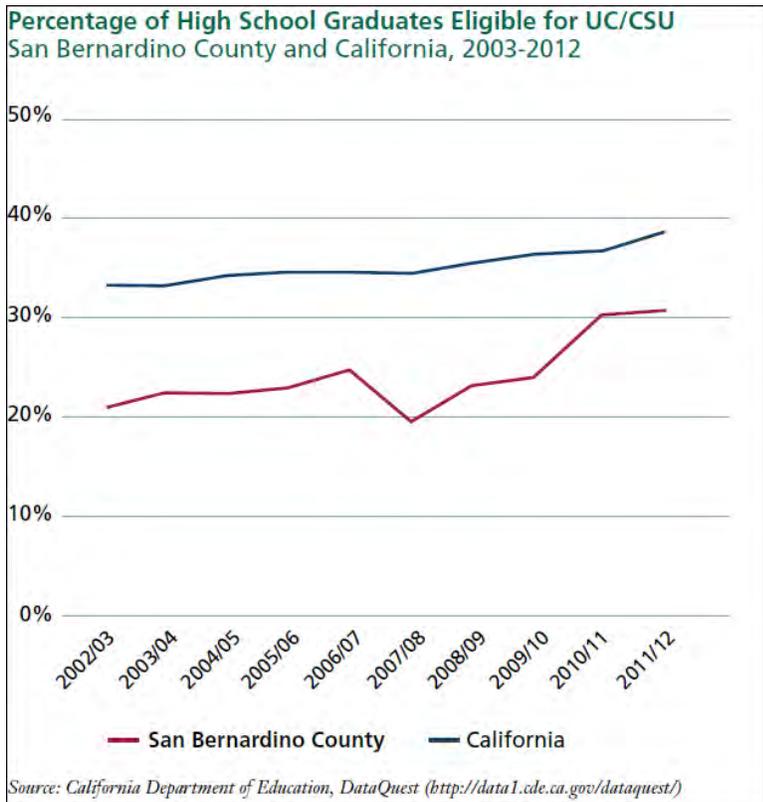


Source: American Community Survey, United States Census Bureau. (2013). Educational attainment 1-year estimates, Table S1501, 2007 – 2011.

**Percentage Over Age 25 Earning High School Diploma/GED or Higher and Bachelor's Degree or Higher
Regional Comparison, 2011**



Source: U.S. Census Bureau, American Community Survey (<http://factfinder2.census.gov/>)



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

Report SAT Scores ▼

Year 2012-13 ▼

County 36 SAN BERNARDINO ▼

District	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
San Bernardino County Office Of Educati.	552	0	0				0	0
Adelanto Eementary	323	1	0.31	*	*	*	*	*
Barstow Unified	505	107	21.19	430	426	445	22	20.56
Bear Valley Unified	199	60	30.15	525	552	509	38	63.33
Chaffey Joint Union High	6,449	2,716	42.12	480	495	473	1,106	40.72
Chino Valley Unified	2,733	1,321	48.34	495	515	494	647	48.98
Colton Joint Unified	1,579	433	27.42	443	452	440	98	22.63
Fontana Unified	3,451	1,069	30.98	438	445	432	219	20.49
Helendale Eementary	33	14	42.42	521	498	481	7	50
Morongo Unified	638	136	21.32	495	497	478	64	47.06
Needles Unified	75	26	34.67	431	449	421	6	23.08
Oro Grande Eementary	693	43	6.20	467	462	450	13	30.23
Redlands Unified	1,924	888	46.15	510	511	500	458	51.58
Rialto Unified	2,126	651	30.62	434	449	433	128	19.66
Rim Of The World Unified	402	129	32.09	523	521	504	77	59.69
San Bernardino City Unified	4,138	1,065	25.74	438	448	434	255	23.94
Trona Joint Unified	17	3	17.65	*	*	*	*	*
Victor Valley Union High	2,700	643	23.81	449	454	445	163	25.35
Yucaipa-Calimesa Joint Unified	753	283	37.58	488	493	475	124	43.82
Baker Valley Unified	6	4	66.67	*	*	*	*	*
Silver Valley Unified	103	29	28.16	487	488	461	12	41.38
Snowline Joint Unified	703	217	30.87	509	519	503	116	53.46
Hesperia Unified	2,075	544	26.22	453	459	448	139	25.55
Lucerne Valley Unified	88	22	25.00	482	477	465	10	45.45
Upland Unified	971	375	38.62	509	521	492	186	49.6
Apple Valley Unified	1,219	348	28.55	497	490	487	151	43.39
County: (San Bernardino)	34,455	11,127	32.29	471	482	465	4,040	36.31
Statewide:	496,859	200,543	40.36	492	508	489	93,136	46.44

Source: California Department of Education, DataQuest, accessed July 12, 2014

The Need for CLCA: A High-Quality Middle College High School Program

Offering Improved Academic Performance in San Bernardino County

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

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

Currently, only one other public school in the San Bernardino County region is similar to CLCA. Middle College High School is the only program in the County and is located on San Bernardino

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

Addressing the need

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

The founders of CLCA propose the creation of a new, small, academically rigorous school to serve students in grades nine through 12, to be located in Yucaipa, California. The proposed school is using as the foundation of its educational program the highly successful Middle College High School (MCHS), which is located in San Bernardino, California. The 2012–2013 Academic Index Program report states that Middle College High School is ranked 10 out of 10 compared to similar schools (California Department of Education, 2014). CLCA is committed to taking the powerful foundation created by MCHS, and creating a similar school in our local community. CLCA will replicate MCHS’s cohesive community, serving as a unifying locale in the greater Inland Empire geographic area, for students and teachers united by a commitment to intellectual advancement. This includes a commitment to the pursuit of academic and intellectual achievement beyond the students’ secondary education.

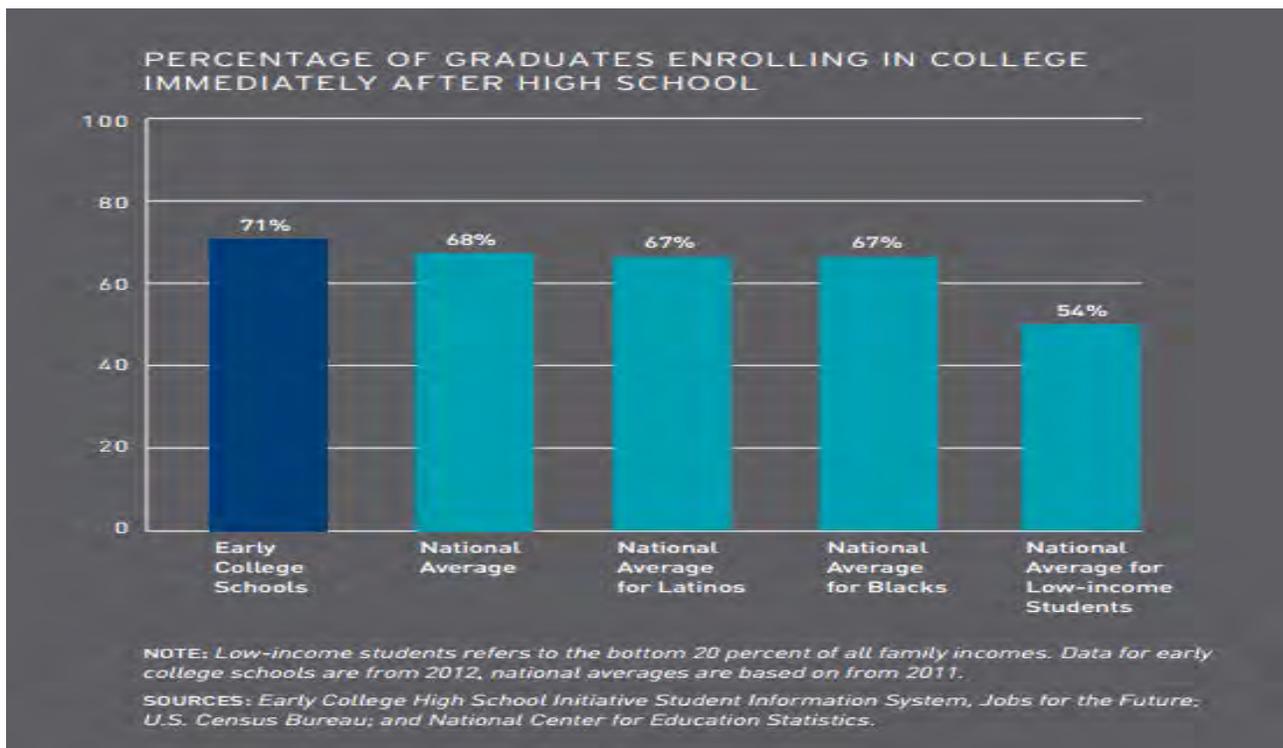
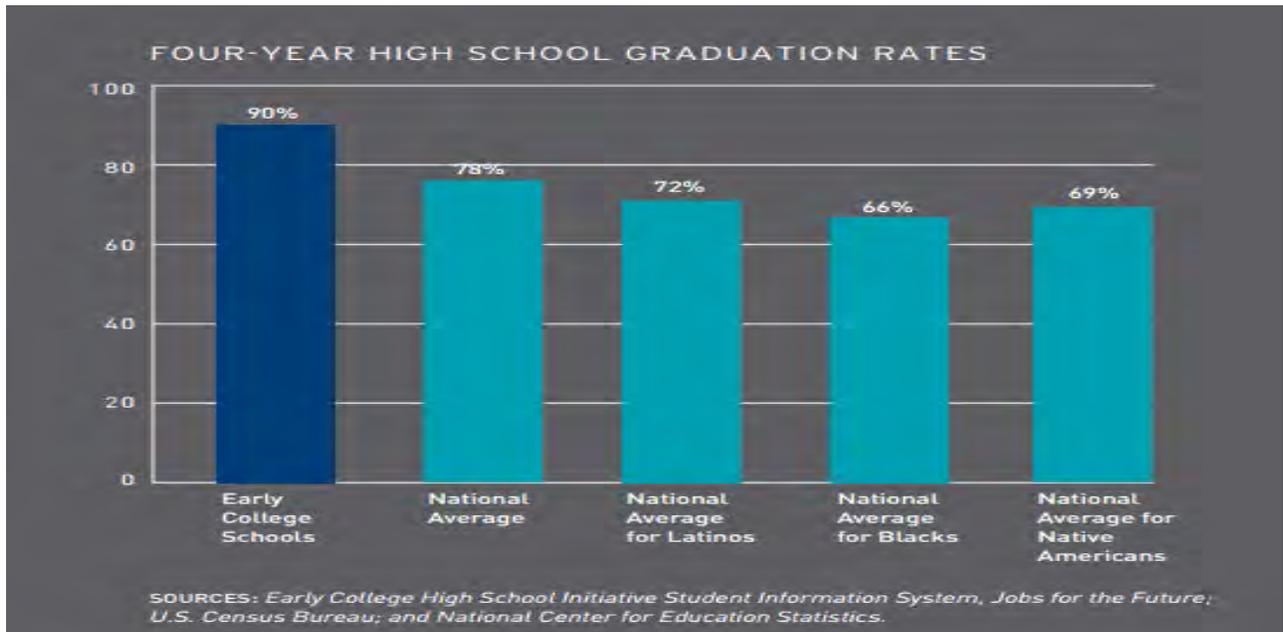
To overcome the barriers to student success, CLCA is prepared to:

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

CLCA is extremely excited to offer our community a new and unique high school that will meet the needs of a “lost” population of students. In designing CLCA’s high school concept, the founders operate from a vision to provide a program that brings education to the next level through carefully constructed courses and services. CLCA will implement the Middle College model of education in order to provide students the opportunity to participate in community college-level coursework as well as complete their high school diplomas. Jobs for the Future (2012) indicates that Middle College programs are an innovative and effective pathway to better prepare students for college and career readiness. Students in Middle College programs graduate and enroll in

college at higher rates compared to students in the traditional comprehensive models (see charts below). Middle College programs enable more students, particularly low-income and minority students, to experience rigorous high school and college coursework that leads to improved outcomes. Middle College students are outperforming their peers nationwide:

- **90%** graduate high school vs. 78% of students nationally
- **94%** earn free college credit while in high school
- **30%** earn an Associate's degree or other postsecondary credential while in high school



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

The mission and vision of CLCA was developed to best tackle the challenges of improving education throughout the Inland Empire. To be an educated person requires a strong postsecondary education (see US Department of Labor Statistics, <http://www.bls.gov/oco/oco2003.htm>). CLCA strongly believes that all students—not just an elite few—are capable of meeting a demanding and relevant college preparatory program. Students will be immersed in high expectations, and a culture of success will be strategically built into the fabric of the school. At CLCA, developmentally appropriate skills and concepts will provide in-depth exploration, community service connections, and alignment with University of California and California State University (UC/CSU) admissions criteria, with postsecondary options at the community college level.

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

Education Code Section 47601 provides as follows:

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

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

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

Fulfillment of Statutory Purposes for Charter Schools

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

Improve Pupil Learning: CLCA will use the Common Core State Standards, parent involvement, flexible schedules, digital content, higher level curriculum and phenomenal teachers to improve pupil learning. Special emphasis shall be placed on high standards, public service, electives, leadership training, progress monitoring, and the application of learning for continuous improvement. In addition, pupils will be given multiple pathways to achieve mastery of content through digital and site-based solutions.

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

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

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

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

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioners, we, Mr. Gordon, Dr. Loomis, and Dr. Urrea, hereby certify that the information submitted in this petition for a California public charter school to be named the **Crafton Leaders Collegiate Academy** (“CLCA” or the “Charter School”), and to be located within the boundaries of the **Yucaipa-Calimesa Joint Unified School District** (“YCJUSD” or the “District”) is true to the best of our knowledge and belief. We also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we 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:

- CLCA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in noncharter public schools. [Ref. Education Code Section 47605(c)(1)]
- Inland Leaders Charter Schools shall be deemed the exclusive public school employer of the employees of CLCA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- CLCA shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- CLCA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- CLCA shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- CLCA 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- CLCA 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 in Education Improvement Act of 2004.

- CLCA 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)]
- CLCA shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- CLCA shall at all times maintain all necessary and appropriate insurance coverage.
- CLCA 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, CLCA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- CLCA 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)]
- CLCA shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- CLCA shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- CLCA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- CLCA shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA," also known as the No Child Left Behind Act, or "NLCB").
- CLCA shall comply with the Public Records Act.
- CLCA shall comply with the Family Educational Rights and Privacy Act.
- CLCA shall comply with the Ralph M. Brown Act.

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



Mike Gordon

7/31/14

Date



Dr. Corey Loomis

7/31/14

Date



Dr. Lisa Urrea

7/31/14

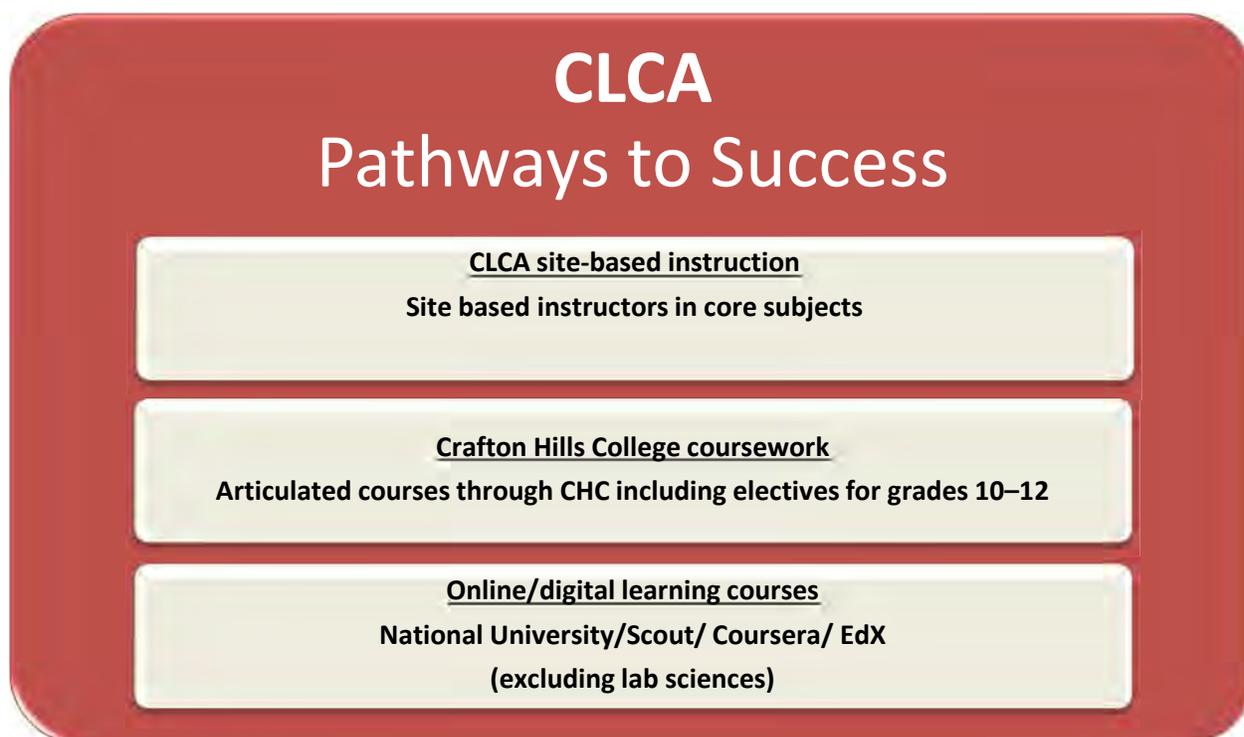
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EDUCATIONAL PROGRAM (ELEMENT 1)

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

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

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



Overview of Crafton Leaders Collegiate Academy

Mission of School	The mission of CLCA is to empower students to be creators, thinkers, and leaders who are success minded and ready for universities and careers. We will ensure that every student will graduate from high school and will be university and career ready.
Educational Focus	CLCA will be a Middle College charter public high school serving students in grades nine through 12. CLCA will provide an engaging and rigorous academic curriculum, including geo-spacial (GIS) thinking and technology. All students will be enrolled in the courses needed to attend the University of California, California State University, and the most selective private universities.
Grades Served/Target Population	Grades nine through 12. Starting with grades nine and 10 in the first year, 2015–2016. “First-generation” college students will be given preference in admissions.
Small School Size	A small school setting with approximately 80 students per grade level.
Location	CLCA will be located on the Crafton Hills College campus in order to implement the Middle College Pathway for students who wish to accelerate and take on the challenge of college-level coursework.
Unique Elements	Middle College high school is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Middle College high schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.
High School Curriculum	All students in CLCA (grades nine through 12) will be enrolled in the course work required for entrance to the University of California, California State University, and selective private universities. The curriculum will be engaging and rigorous, meeting and exceeding Common Core State Standards. It is the expectation that all students will take college-level courses in 11th or 12th grade. Students will be provided access to site-based and digital-based curriculum.
Are there other schools like CLCA?	CLCA will be similar in design and educational program to some of the best public and private schools in the United States. The structure of CLCA is based on the Middle College concept, which provides concurrent enrollment to high school students over the age of 16. The closest Middle College high school is currently operating at Valley College under the San Bernardino School District auspices.

Vision

The vision of CLCA is to create the next generation of leaders that will be equipped to lead our community, nation, and world.

Mission

The mission of CLCA is to empower students to be creators, thinkers, and leaders who are success minded and ready for universities and careers. We will ensure that every student will graduate from high school and will be university and career ready. This will be accomplished by:

- Challenging students with rigorous and high academic and personal standards.
- Offer flexible scheduling through various pathways.
- An innovative and viable Middle College Program (Grades 9–12).
- An effective and robust internship program to enable students to gain and apply valuable 21st-century skills.
- All students will be university ready.
- Create strong community and business partnerships.

Details of the Mission Statement

- **Challenging students with high academic and personal standards**

Academic standards

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

Personal standards

- Every student along with his or her assigned Success Coach will create a Personal Leadership Plan (PLP) and will take a Leadership Course each year through high school.
- Self-regulated learning is expected and strategies are taught.
- Each student will create and leave with a portfolio of student success.

- **Flexible scheduling**

Each grade level schedule will contain three modes of instruction to attain credit toward high school graduation. Ninth-grade students will generally not be enrolled in the CHC

model. The three modes are traditional, on-line learning, and Crafton Hills College courses. A detailed plan is included below.

➤ **An innovative and viable Middle College Program**

Partnering with Crafton Hills College to create a Middle College model. Students have an opportunity to earn up to 60 units of college credit (equivalent to 2 years of college).

➤ **An effective and robust internship program**

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

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

➤ **All students will be university-ready**

All students will leave CLCA university-approved. All students will apply to a minimum of two universities.

➤ **Strong community and business partnerships**

CLCA will work diligently to build strong community and business partners. Existing partners include Crafton Hills College and Esri, the global leader in the development and supply of Geographic Information Systems (GIS) software, located in Redlands, California.

Commitment and Core Values

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

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

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

We commit to these four components:

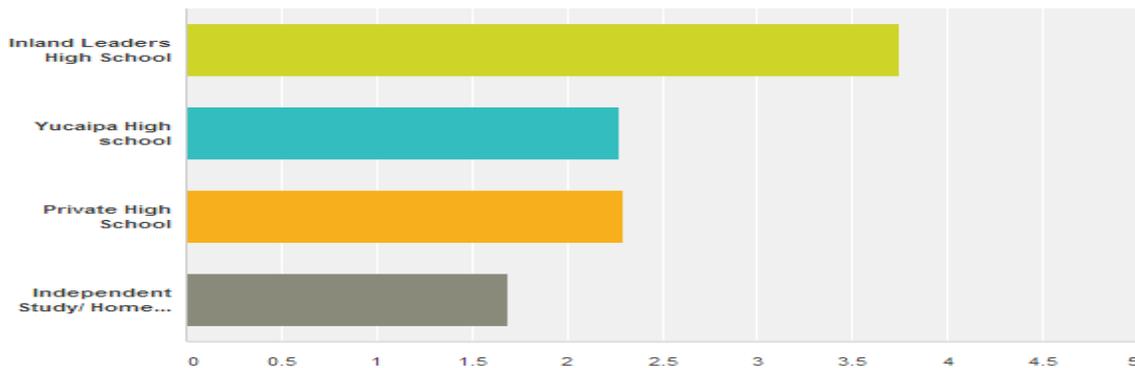
1. A rigorous and challenging academic component that includes English, mathematics, science, history, geography, and other pertinent courses.
2. A postsecondary component of three or more elective career-focused courses that help students gain the knowledge and skills that can give them a head start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

Target Student Population

The target population is comprised of secondary students who seek an academic environment of high standards, rigorous curriculum, and preparation for leadership in their endeavors. These students will also be seeking a small school environment that works to personalize their academic plan and accelerate their education by helping them successfully complete college coursework. Current obstacles include the length of the school day, large school enrollment, large class sizes, traditional curriculum and delivery systems, and static groupings in the traditional public schools restrict students from receiving more opportunities to learn, accelerate, and personalize their education; thus many families in the local area have sought out private school options or even home schooling. The ILCS-sponsored survey results, below, indicate the school choices that ILCS parents would be opting for in high school. This survey was given to parents in the spring of 2014. The ILCS survey indicates the high desire of parents to have their students attend an Inland Leaders Charter Schools-sponsored high school; comprehensive and private high schools are the 2nd and 3rd choices.

Please rank the following high school options for your student with "1" being your first choice and "5" being your last choice. Note that the answers will move around on the screen in rank order when you select them.

Answered: 159 Skipped: 1



	1	2	3	4	Total	Average Ranking
Inland Leaders High School	85.44% 135	6.96% 11	4.43% 7	3.16% 5	158	3.75
Yucaipa High school	8.18% 13	40.25% 64	22.64% 36	28.93% 46	159	2.28
Private High School	6.29% 10	30.82% 49	49.69% 79	13.21% 21	159	2.30
Independent Study/ Home school	0.63% 1	22.01% 35	23.27% 37	54.09% 86	159	1.69

The founders of CLCA feel strongly about providing opportunities for college attendance to underserved students, and specifically to first-generation college students whose parents never attended college or university courses. Underserved students are typically from families that do not emphasize education or do not have the resources or capacity to pursue advanced levels. A 2010 study by the Department of Education found that 50% of the college population is made up of first-generation students, or those whose parents did not receive education beyond a high school diploma. The National Center for Education Statistics released numbers in 2010 that broke down the educational levels of parents of current college attendees. Minority groups made up the largest demographics of students with parents that had a high school education or less, with 48.5% of Latino and Hispanic students and 45% of Black or African American students. First-generation students often come from low-income, minority or immigrant families, and do not have the same set of life skills and personal capital of middle-to-high income bracket students. CLCA will utilize its outreach plan to inform and recruit students who may fall into these categories, and provide a new direction for the student who never imagined attending college. The unique elements of CLCA will attract students who are either unsuccessful in the traditional model or are seeking an alternative to the large comprehensive high school experience.

As demonstrated in the table below, CLCA anticipates enrolling approximately 160 students in grades nine and 10 in its first year of operation. At full build-out in 2019–2020, CLCA anticipates enrolling approximately 328 students.

Grade	2015/16	2016/17	2017/18	2018/19	2019/ 20
9	80	80	80	81	82
10	80	80	80	81	82
11	0	80	80	81	82
12	0	0	80	81	82
Total Enrollment	160	240	320	324	328
ADA at 96%	153.6	230.4	307.2	311.04	314.88

* Enrollment fluctuates from year to year depending on the class size of each grade level. Student numbers reflect independent study students as well as site-based enrollment.

CLCA seeks to enroll a population that reflects the racial and ethnic balance of the territorial jurisdiction of the District, as demonstrated in the table below, and shall admit all students who wish to attend the school, subject to capacity.

2013–2014 YCJUSD Demographics

Schools	# of Students	% of ELL Students	% of Latino/ Hispanic Students	% of African American	% of White
CECA (K- 8th)	675	4.44	26.67	2.52	67.85
ILCS (K- 8th)	829	1.45	19.78	.72	76.83
Mesa View MS	768	8.46	35.55	.91	58.72
Park View MS	643	5.60	34.99	1.10	59.88
YHS	2,689	5.69	37.19	1.30	57.08
YCJUSD	9,762	9.34	37.71	1.44	57.47

Source: California Department of Education, Data Quest 2014

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

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

bettering society. To produce the leaders of tomorrow, Crafton Leaders Collegiate Academy's goals for its students are to help them become educated persons who have:

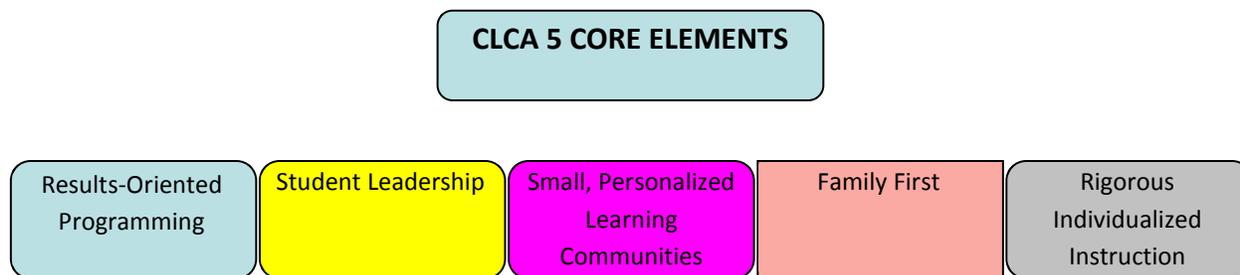
1. *The ability to work independently and as part of a team:* Educated persons are self-motivated, self-directed, and self-reliant individuals who can pursue an area of inquiry on their own. They also have the social, collaboration, and communication skills necessary to work with others as part of a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

An educated person in the 21st century has a foundation of leadership and inner pride. They possess the confidence to know that they are intelligent enough and deserving enough to take on any challenge in life, and they possess the leadership skills to support others in their life challenges. They possess the confidence and ability to drive positive change in their families, their communities, and their country. An educated person in the 21st century will be mentally and physically healthy, with an awareness of their value and the value of others. They will have the necessary skills to connect with and meaningfully contribute to their community and society. CLCA

will expect its graduates to engage in a system of thinking that involves articulating ideas and making informed decisions by hypothesizing, connecting, analyzing, using evidence, and evaluating significance and perspective. The CLCA program will create the conditions in which students will become self-motivated, self-regulated, competent lifelong learners.

How Learning Best Occurs

CLCA’s beliefs regarding how learning best occurs can be summarized into five core components: **family first; student leadership development; small, personalized 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 contributes to the overall goal of the school, which is the creation of self-motivated, competent lifelong learners.



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

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

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

Parents shall be represented on the Board of Directors of the Inland Leaders Charter Schools, as described in the governance sections. Parents will be directly involved in the school governance

and the development of school policy and functions through their participation on the Board of Directors and other committees.

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

Core Element #2: Student Leadership

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

Goals of the Leadership Curriculum

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

Core Element #3: Small, Personalized Learning Community

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

Core Element #4: Rigorous Individualized Instruction

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

Core Element #5: Results-Oriented Programming

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

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

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

CLCA's philosophy on how learning best occurs

Mastery learning will continue to be highly emphasized throughout the learning process. Mastery learning agrees that all students will learn the material given the right circumstances and time. Students will have clearly defined objectives, aligned assessments, and time to master the

objectives. Mastery learning is a tested and proven strategy for the improvement of student learning (Bloom, 1984). A student will progress to the next standard level once mastery is demonstrated and depth of knowledge is evident. A closely monitored assessment system explained in later sections will guarantee that students only move on when they are ready for the next level. Below is a brief summary of mastery learning.

How to instruct for mastery:

1. Major objectives representing the purposes of the course or unit define mastery of the subject.
2. The content is divided into relatively small learning units, each with its own objectives and assessment.
3. Learning materials and instructional strategies are identified; teaching, modeling, practice, formative evaluation, reteaching, and reinforcement, and summative evaluation are included.
4. Each unit is preceded by brief diagnostic tests.
5. The results of diagnostic tests are used to provide supplementary instruction to help student(s) overcome problems.
6. Time to learn must be adjusted to fit aptitude. A student does not move on to new material until prerequisite skills and material are mastered.

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

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

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

Project-based learning founded in constructivist theory requires new ways of teaching and learning. The teacher's role becomes that of coach, mentor, and guide, thereby making the student responsible for his or her own learning (Pickard, DeBates, & Bell, 2003). The teacher provides the foundation and scaffolding that allow students to think for themselves and to express

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

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

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

<u>CLCA OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES</u>	
<p>Pursuant to Education Code Section 47605(b)(5)(B), the following is a table describing CLCA's outcomes that align with the Eight State Priorities and CLCA's goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by CLCA at the school site.</p>	
<p><u>STATE PRIORITY #1— BASIC SERVICES</u></p> <p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Teachers will be equipped and prepared to meet the demands of teaching the Common Core standards; Business Manager will annually review credential status.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition, with a heavy emphasis placed on digital resources.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition. A committee of key stakeholders will provide adoption recommendations.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Create and maintain a world-class, clean, and safe school facility with the emphasis of developing an innovative, technology-driven learning environment.
ACTIONS TO ACHIEVE GOAL	Through a strong partnership with CHC, CLCA will provide a safe and clean facility through daily general cleaning by custodial staff; regular, on-going communication will take place between CHC and CLCA to

	ensure safety and cleanliness of CHC facilities; annual and monthly facility inspections by the CLCA staff will screen for safety hazards.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in ongoing, high-quality professional development on the deep understanding and teaching of Common Core State Standards. A minimum of five hours per month will spent on professional development.
ACTIONS TO ACHIEVE GOAL	Develop a strong professional development plan by closely working with teachers and other key stakeholders to identify areas of weakness. The PD plan will be specific and strategic, addressing areas with detailed goals and timelines. Heavy emphasis will be placed on research-based training of teaching the Common Core Standards.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support and interventions.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum, <i>Into English</i> and <i>High Point</i> .
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Inland Leaders Charter Schools Board of Directors and advisory council.
ACTIONS TO ACHIEVE GOAL	Every 4 years, parent elections are held to elect new parent board members.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	

GOAL TO ACHIEVE SUBPRIORITY	Implement a CLCA Parent Teacher Advisory Committee (PTAC) to provide recommendations to the Inland Leaders Charter Schools Board of Directors.
ACTIONS TO ACHIEVE GOAL	School administration will work with the Parent Teacher Advisory Committee (PTAC) to recruit parents to the advisory board via flyers, classroom newsletters, and parent meetings.
SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via regular, ongoing satisfaction surveys; host monthly parent-administration meetings.
ACTIONS TO ACHIEVE GOAL	Annually, CLCA administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Inland Leaders Charter Schools Board of Directors and school community for discussion and implementation.
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will cosponsor at least five community events annually in conjunction with the Charter School Parent Participation Group.
ACTIONS TO ACHIEVE GOAL	CLCA Administration will meet with leadership of the Parent Participation Group to identify opportunities and events to create and nurture community on campus.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and mathematics

ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS-aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics, additional tutoring before and after school.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP.
SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will take UC/CSU-approved coursework and complete all requirements to attend state universities.
ACTIONS TO ACHIEVE GOAL	Guidance counselor, in coordination with parents and students, will insure students will be entered into UC/CSU-approved courses.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, and usage of SDAIE and ELD instructional strategies.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, and usage of SDAIE and ELD instructional strategies.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	80% of students who take the AP exams will pass the exam to receive college credit.
ACTIONS TO ACHIEVE GOAL	CLCA will provide and implement all courses to provide the level necessary to prepare all students to pass the AP exams.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	99% of students will take the EAP assessment in their junior year of high school, and 99% will pass their respective exams.
ACTIONS TO ACHIEVE	CLCA will offer and implement high-level instructional courses designed to

GOAL	prepare all students for college.
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 96% ADA rate.
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; student attendance meetings will also take place with parents, staff, and students.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE [NOT APPLICABLE TO GRADE LEVELS SERVED]	
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will retain and promote 98% of students from prior year.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will graduate 100% of its students that attend all 4 years at CLCA. Every student will take college courses through the Middle College program.
ACTIONS TO ACHIEVE GOAL	CLCA will accomplish this goal through a personalized program that includes a structured support system such as counselors, tutors, on-line support, and high-quality instructors.
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates 	

<i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained in positive behavioral management strategies as well as the integration of leadership and character education.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained in positive behavioral management strategies as well as the integration of leadership and character education, school will maintain interventions for students exhibiting at-risk behaviors.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safety Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in monthly fire, earthquake, and safety drills.
SUBPRIORITY D – ADDITIONAL PRIORITY	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents, and teachers will feel a sense of community on campus, and within their classroom.
ACTIONS TO ACHIEVE GOAL	Students actively participate in Responsive Classroom activities throughout the school year in their classroom. CLCA Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging cocurricular opportunities will further enhance students' sense of belonging and community.
<u>STATE PRIORITY #7— COURSE ACCESS</u>	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i><u>Grades 1–6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i><u>Grades 7–12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE	Charter School students, including all student subgroups, unduplicated

SUBPRIORITY	students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN: ENGLISH LANGUAGE ARTS	
<i>From the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All students will participate in English/Literature classes (4 years) designed around the Common Core Standards and develop a deep understanding of the oral and written language.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level proficiency in mathematics and complete courses 1,2, and 3 under the Common Core Standards design.
ACTIONS TO ACHIEVE GOAL	All students participate in Math Courses 1,2, and 3 under the direct supervision and instruction of a highly qualified math teacher along with the use of on-line resources, consultants, and interventions to produce success in the mathematics courses.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level skills and content knowledge in history, geography, civics, and leadership.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography, and economics, using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are nonfiction and historical fiction texts; mini research projects and presentations, computer-based information (articles, videos); field trip experiences, debates, and hands-on projects.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE	Utilizing an inquiry-based approach, students will develop an

GOAL	understanding of science and engineering practices, disciplinary core ideas, and crosscutting practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in visual and performing arts provided by CLCA, on-line programs or CHC as part of their elective requirements.
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives for graduation and UC/CSU credit.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in physical education provided by CLCA or CHC as part of their requirements.
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives for graduation and UC/CSU credit.
SUBPRIORITY G – HEALTH [NOT APPLICABLE TO GRADE LEVELS SERVED]	
SUBPRIORITY H – FOREIGN LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in foreign languages provided by CLCA or CHC as part of their requirements.
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives for graduation and UC/CSU credit.
SUBPRIORITY I – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in applied arts provided by CLCA, digital/on-line programs, or CHC as part of their elective requirements.
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives for graduation and UC/CSU credit.
SUBPRIORITY J – CTE	
GOAL TO ACHIEVE SUBPRIORITY	50% of students will be involved in structured internship programs that offer “real world” experiences
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives/internships for graduation and UC/CSU credit.
SUBPRIORITY K – OTHER SUBJECTS – LEADERSHIP/ SOCIAL RESPONSIBILITY	
GOAL TO ACHIEVE	All students will participate in leadership training embedded within their

SUBPRIORITY	curriculum.
ACTIONS TO ACHIEVE GOAL	Use of <i>Habitudes</i> leadership curriculum on a weekly basis.
SUBPRIORITY L – OTHER SUBJECTS – LEADERSHIP/ SOCIAL RESPONSIBILITY	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate social responsibility by working to improve their school and community environments.
ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities on and off campus.
SUBPRIORITY M – OTHER SUBJECTS – LEADERSHIP/ SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students will participate in making their school an engaging environment that they desire to attend each day.
ACTIONS TO ACHIEVE GOAL	All students participate in classroom dialogues and discussions, school and community activities, student government, and school decision-making processes.

Educational Program Overview

CLCA is a site-based program with flexibility. Ninth-grade students will primarily be served through a seat-based model with students attending classes 7:45AM – 3:40PM. The 10th- through 12th-grade students will attend 8:00AM – 1:35PM as their core day. These students will take four core classes including a leadership class being a seat-based model plus two additional classes. With these two classes, students will have the opportunity to engage in community college courses, distance learning on-line, community organization classes, and internships, thus making this the “4+2” model. This model meets or exceeds state-mandated instructional minutes. Some flexibility is available and would be documented in a student’s Personal Leadership Plan (PLP). If additional credits are desired above and beyond the required units, approval and documentation in the PLP would be noted. This is considered the “4+2+” model. All graduates of CLCA will exceed all academic entrance requirements for UC/CSU college admissions. CLCA’s target student population is extremely heterogeneous, thus the school will use a variety of supports and pedagogical strategies to ensure that all students can successfully access the curriculum.

A. Leadership, Resource Studies, and Service Learning

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

CLCA students will participate in relevant internships, Service Learning projects, and community-based projects, volunteering to meet the expectation of at least 20 hours of commitment per year. Each student’s commitment and participation in his or her chosen

nonprofit organization, social issue, or cause will be integrated into his or her English Language Arts and Leadership Course through reviews, presentations, and writings.

B. Small and Personalized Learning Environment

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

C. Advisory/Success Academy Program

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

D. Self-Discovery and Goal Setting

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

E. Personal Leadership Plan (PLP)

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

goals and evaluating how well they are doing in reaching those goals are essential skills for success in the 21st-century workplace.

F. College and Career Planning

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

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

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

H. Highly Qualified, Valued, and Supported Teachers

The faculty will consist of highly qualified teachers who are valued and supported. Teachers will hold appropriate teaching certifications. Professional/personal development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. CLCA knows the “power of the teacher,” so nurturing and growing confident and passionate teachers is at the core of our mission.

I. “Healthy” School Culture

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

J. Pedagogy (Teaching Methods)

CLCA recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, CLCA will employ a range of pedagogical strategies that are considered “best practices” in the field and supported by the most current educational research. This variety of

instructional methods will provide opportunities for all students to learn academic content at high levels of conceptual understanding.

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

K. Technology

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

L. Academic Excellence

In the area of academic excellence, CLCA will hold high expectations and provide numerous avenues of support so that each learner succeeds. Students will be expected to be a leader on their campus and teach leadership lessons to elementary and middle school students throughout the school year. CLCA will use the Common Core State Standards, state frameworks, adopted and aligned instructional materials, and common formative and summative assessments as the coherent foundation for rigorous curriculum and instruction. Students will follow the Common Core State Standards in the core academic areas of math and English Language Arts. The Next Generation Science Standards will be taught for science. California state content standards will be taught for social studies physical education, health education (AIDS, drugs, social issues), and foreign language (Spanish). This rigorous program

will be balanced with a strong intervention program designed to support at-risk students through free before- and after-school tutoring classes targeted at students who require extra support in math and reading. In addition, students will be provided appropriate support during the school day through effective lesson design and teacher differentiation and a robust Response to Intervention (RTI) program.

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

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

Description of the Educational Program

CLCA is excited to be partnering with Crafton Hills College to provide students with a unique opportunity to enroll in college courses through the Middle College program. Some, but not all, course requirements will be met by successfully completing college courses that meet CLCA's graduation requirements. The overall approach to making decisions on curriculum will be accomplished by working collaboratively with key stakeholders. Teachers are considered the content experts of their specific fields and will have the flexibility to enhance and enrich the specific content, choice of texts and other readings and materials, and similar areas of preference within the clearly defined parameters to address the course-specific state standards. The overarching goal of curriculum and instruction is to develop students to be effective 21st-century, university- and/or career-ready leaders. The CLCA curriculum and scope and sequence will be determined by looking at the content that must be taught, as well as through the culminating exam(s) for the course.

To ensure courses are being taught at a rigorous pace and level, CLCA will refer to the appropriate assessment from the California Assessment of Student Performance and Progress (CAASPP) assessment program, and AP test or SAT II Subject test (depending on the exam offered for that particular course) as the end goal for the class. Through careful backward planning, teachers and staff will create a scope and sequence for each course in years 1–4 of CLCA's first charter term. With each year of incoming students, the initial scope and sequence will be revisited to make necessary additions and changes. As teachers are building their curriculum, they will be expected

to use state-adopted Curriculum Frameworks as a starting point. Teachers will also have access to a variety of textbooks, outside texts, and AP curriculum and other resources as they are developing curriculum.

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

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

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

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

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

1. Course Requirements for Graduation from Crafton Leaders Collegiate Academy

Graduation from CLCA will mean that each student will have successfully completed all UC/CSU "A-G" requirements and obtained the minimum 225 credit. The following are minimum course requirements:

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

High school/ College/ CLCA comparison requirements:

Department	Course	Credits		
ENGLISH	English	40		
SOCIAL STUDIES	World Geography	5		
	Modern World History	10		
	U.S. History	10		
	American Government/Economics	10		
SCIENCE	Physical Science	10		
	Biology	10		
	3rd-year UC-Approved Science	10		
MATHEMATICS	Algebra I	10		
	Geometry	10		
	3rd-year UC-Approved Math	10		
HEALTH	Health	5		
PHYSICAL EDUCATION	PE (to be taken in grades 9 and 10)	20		
FINE ARTS	Fine Arts	20		
FOREIGN LANGUAGE	Foreign Language	30		
ELECTIVES	Student Choice	15		
LEADERSHIP	4 Years	20		
Total		225		
High School Subject Area	State-Mandated Requirements for High School Graduation (EC 51225.3)	CLCA Graduation Requirements	UC Requirements for Freshman Admissions	CLCA Middle College Pathway (articulating w/ CHC)
English	3 years	4 years	4 years	TBD fall 2014
Mathematics	2 years	3 years	3 years	TBD fall 2014
Social Studies	3 years	3 years (plus Geography)	3 years	TBD fall 2014
Science	2 years, including Biology	3 years	3 years	TBD fall 2014
Foreign Language	2 years of Language and/or Arts	3 years	3 years	TBD fall 2014

Visual and Performing Arts	2 years of Language and, or Arts	2 years	2 years	TBD fall 2014
Physical Education	2 years	N/A	N/A	TBD fall 2014
Electives	Not defined	3 semesters	1 year	TBD fall 2014

2. **Alignment with State Standards**

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

3. **Social Equity**

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

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

CLCA will foster a distributed leadership, collaborative decision making, and regular data analysis to realize and sustain a vision for focused learning and continual improvement.

CLCA will use a distributed leadership program to help students feel a part of the decision-making process at the school and involve them in the ways listed below. Distributed leadership, as defined by Lou Cicchinelli in his book *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 leadership council
2. Class (grade level) leadership
3. Classroom leadership
4. Team leadership
5. School board liaison
6. Suggestion boxes or regular meetings with the principal that are open by grade/class
7. Participation on planning teams for school events, such as:
 - Lunch events
 - Assemblies
 - Spirit days
 - Multicultural events

- Parent nights
 - Transition events
8. Debate teams
 9. Club leadership
 10. Sports leadership
 11. Training as peer helpers and mediators
 12. Training as leadership mentors for elementary and middle school students
 13. Visitor relations
 14. New member helpers (trained to guide new students around campus)
 15. Buddies (trained to help elementary students in different aspects)
 16. Planning team members for fairs and competitions

Curriculum and Instructional Design

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

Curriculum texts

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

Overview of Subject Content Areas

A. Leadership & Resource Studies

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

Close relationships for accountability and engagement among students will be fostered with adults who share extended time through grade-level, subject-area, or interdisciplinary small learning communities. An advisory program to ensure that each middle grades student has frequent

contact with an adult Success Coach or teacher to plan and assess his or her academic, personal, and social development will be implemented.

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

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

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

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

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

B. English Language Arts

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

Literacy

The curriculum is designed to help students read literary texts very closely to discover what the text says, what the text means, how the text affects them, and how the text achieves its effect. Students will study texts by a variety of authors from various countries and various periods. Students will be introduced to literature through the lens of critical literacy. The development of

critical literacy skills enables students to interpret messages in the modern world through a critical lens and to challenge the power relations within those messages.

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

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

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

Writing

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

CLCA will teach writing as a tool for inquiry, critical thinking, and active learning. Writing is seen as process-oriented instruction as an approach to writing as “problem solving,” offering students a range of strategies, such as prewriting, defining the audience, and “planning the writing,” as well as drafting and revising. A much-cited research review by George Hillock Jr. shows that “weaker writers spend little time planning, while skilled writers do more planning and reviewing. More skilled writers pay attention to content and organization, while weaker writers are more pre-occupied with the mechanics of writing, especially spelling. More effective writers spend more time on prewriting.

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

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

1. Content and Scope

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

2. Organization and Development

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

3. Audience and Communication

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

4. Engagement and Choice

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

Writing to Learn Across the Curriculum

Writing will be used to achieve a high level of learning in all content areas, thus doubling the time dedicated to writing. This increase will be feasible if students are encouraged to write in all subjects, not merely in English classes. Teachers will make writing part of everything they do. Rather than treating writing as a separate subject, they see it as fundamental to teaching all subjects and integrate it across the curriculum. Strategies across the curriculum include daily math journals in which students explain concepts and reflect on what they learn, explanations of

solutions to problems, or comparing and contrasting different mathematical concepts; science journals will be used for students to make a prediction, write observations, and conclusions, or create an entry from a scientist's viewpoint; in social studies, students conduct family interviews, produce news articles, and keep journals in the voice of contemporary people or historical figures they were studying.

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

The following are examples of English courses by grade level:

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

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

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

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

C. Mathematics

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

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

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

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

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

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

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

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

The following are examples of math courses offered:

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

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

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

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

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

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

D. Sciences

CLCA staff will implement a program to emphasize the students' ability to develop a broad base of knowledge in the sciences by providing science-related information; to think independently and critically, problem-solve creatively, work cooperatively and communicate effectively and clearly

concerning matters of a scientific nature; and to "find the answer" among the ever-growing volumes of scientific information. Students will understand the nature of, and appropriate ways to apply, the scientific method.

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

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

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

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

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

The following are examples of courses that may be offered:

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

Chemistry: This introductory laboratory science course will provide an overview of chemistry theories and concepts, including understanding the structure of the atom, solutions and equilibrium, periodic properties, bonding and common reactions, acid-base reactions, and oxidation-reduction reactions. Hands-on laboratory experiments will help students learn how to

apply chemical principles, become familiar with chemistry laboratory techniques, and strengthen their critical thinking and reasoning skills.

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

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

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

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

E. Social Studies

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

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

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

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

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

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

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

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

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

The following are examples of courses to be offered:

World Geography and Cultures: This course is aligned to the National Geography Standards. Within this course, students may use the case study approach to investigate real geographic challenges that the world faces today. For example, students may analyze statistics on pollution, invasive species, and habitat loss; explore the impact of population trends by creating and analyzing population pyramids; and study three women micro-entrepreneurs to learn how they are changing the human characteristics of their African communities. Teaching and learning will be sensitive to differences among people and places locally, regionally, and globally. Taking advantage of the Academy's proximity to Esri—the leading provider of geographic information systems software—this course will support understanding that geography provides a powerful organizing framework for understanding our increasingly interconnected world.

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

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

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

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

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

US Government: This one-semester course will help students gain a better understanding of the U.S. government at the local, state, and federal levels, and how government affects their personal

lives in different ways. In addition to studying the history and impact of the U.S. Constitution, students will learn about the three branches of government as well as about how they can get actively involved with effecting change at the local, state, and federal levels.

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

F. Foreign Languages

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

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

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

As the school grows and becomes more established, CLCA will offer more world languages. Some languages may include Spanish I, II, III, French, and Chinese.

G. Physical Education

Students will be provided an opportunity to participate in Crafton Hills College's physical education program. As with all other college coursework, successfully passed physical education courses will count toward students' graduation requirements.

Concurrent Enrollment

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

Independent Study Students

CLCA will offer an Independent Study program to students that correlates with the site-based program. CLCA recognizes that a site-based charter school is required to offer a minimum of 80% of its instructional time at the actual school facility. The Independent Study teacher will be responsible for a maximum of 25 independent study students, which is the County average. CLCA

estimates a total of 10 students will be in the ISP program in 2015–2016. The teacher will meet with these students and their parents on a weekly basis to determine goals, instruction, and assessment of student progress. Students in this program will be held to the same standards and expectations as those in the regular program. Parents who enroll their students into the independent study program will have access to extra-curricular programs, after-school interventions, field trips, books, and any resources available to site-based students. Independent Study students will be included in the state-mandated testing process and will be required to attend the school during testing periods.

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

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

Master Schedule and Courses Offered

Each grade-level master schedule will contain three modes of instruction to attain credit toward high school graduation. The three modes are the traditional, digital, and Crafton Hills College instruction. Each student will meet with a school counselor to design a program that meets his or her needs and interests. Students will be presented with traditional class programs at the site for content in math, reading, science, and history. Digital classes will also be provided through on-line programs such as the Scout Program and National University. Each of these digital solutions is UC/CSU-approved and provides quality on-line instruction. In addition to the digital options will also be the option for students who are 16 years-of-age or older to enroll in community college courses offered at Crafton Hills College as part of the Middle College pathway. Students will attend the college-level courses and attain college and high school credit. All students enrolled at CLCA will be required to take college coursework during their senior year. All site-based classes will seek to prepare students to take the Advanced Placement exams. Below is the proposed master schedule for the 2015–2016 school year.

Proposed Crafton Leaders Collegiate Academy Master Schedule 2015 – 2016

Teachers	Leadership	1	2	3	4	5	6	7 (after school)
English (1 FTE)	Leadership	Eng 9 (A)	Eng 9 (B)	Eng 9 (C)	Eng 10 (A)	Eng 10 (B)	Eng 10 (C)	
Elective (1 FTE)	Leadership	10 (C)	10 (A)	9 (B)	9 (C)	9 (A)	10 (B)	
Math (1 FTE)	Leadership	Course 1 9 (B)	Course 1 9 (C)	Course 1 9 (A)	Course 2 10 (B)	Course 2 10 (C)	Course 2 10 (A)	
History (1 FTE)	Leadership	Geography 9 (C)	Geography 9 (A)	US History 10 (B)	US History 10 (C)	US History 10 (A)	Geography 9 (B)	
Science (1 FTE)	Leadership	Chemistry 10 (A)	Chemistry 10 (B)	Chemistry 10 (C)	Biology 9 (A)	Biology 9 (B)	Biology 9 (C)	
Spanish (1 FTE)	Leadership	Spanish 2 10 (B)	Spanish 2 10 (C)	Spanish 10 (A)	Spanish 1 9 (B)	Spanish 1 9 (C)	Spanish 1 9 (A)	

FIRST-YEAR CLCA PROGRAM DESIGN

In the first year of operation, CLCA will primarily be a seat-based school model with six periods in the day including leadership. Physical Education may be taken at Crafton Hills College or as independent study. CLCA has budgeted to hire a part-time PE teacher to provide PE instruction for students in ninth grade or those unable to enroll in CHC coursework (10th–12th grades). Ninth- and 10th-grade students who may need a specific course (i.e., biology instead of chemistry) may take at Crafton or on-line, with permission.

First-Year Sample Schedule		
Period	Time	Sample Course
1	7:45 – 8:15	Leadership
Passing	8:15 – 8:20	
2	8:20 – 9:15	Math
Passing	9:15 – 9:20	
3	9:20 – 10:15	History
Passing	10:15 – 10:20	
4	10:20 – 11:15	Science
Passing	11:15 – 11:20	
Lunch	11:20 – 11:50	
5	11:50 – 12:45	English
Passing	12:45 – 12:50	
6	1:2:50 – 1:45	Spanish
Passing	1:45 – 1:50	
7	1:50 – 2:45	PE

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

SECOND-YEAR CLCA PROGRAM DESIGN

Year two at CLCA, and every year after that (with exceptions per students' PLPs), ninth-grade students will primarily be seat-based with few exceptions (i.e., students needing higher levels of math). Tenth and 11th-grade students may operate under the 4 + 2 model explained in the PLP. Four core courses at CLCA and two at Crafton Hills and/or on-line. Students must meet the A-G and instructional minute requirements in their schedule, which will be defined in their personal leadership plan. If CHC or digital/on-line courses are not available, CLCA will offer the required coursework.

Second-Year Sample Schedule – 4 + 2 Model (Some Sophomores with Permission – All Juniors)		
Period	Time	Sample Course
1	7:45 – 8:15	Leadership
Passing	8:15 – 8:20	
2	8:20 – 9:15	Math
Passing	9:15 – 9:20	
3	9:20 – 10:15	History
Passing	10:15 – 10:20	
4	10:20 – 11:15	Science
Passing	11:15 – 11:20	
Lunch	11:20 – 11:50	
5	11:50 – 12:45	English

+ 2



Crafton Hills College Courses	On-line Options
Spanish PE Arts Psychology GIS	National University Scout Coursera edX

Each student’s requirements will be carefully mapped through his or her Personal Leadership Plan (PLP)–required documentation to ensure all requirements are met.

THIRD–FIFTH-YEAR CLCA PROGRAM DESIGN

Year three at CLCA will replicate Year two, but will include seniors.

Third–Fifth Year Sample Schedule – 4 + 2 Model (Some Sophomores with Permission – All Juniors & Seniors)		
Period	Time	Sample Course
1	7:45 – 8:15	Leadership
Passing	8:15 – 8:20	
2	8:20 – 9:15	Math
Passing	9:15 – 9:20	
3	9:20 – 10:15	History
Passing	10:15 – 10:20	
4	10:20 – 11:15	Science
Passing	11:15 – 11:20	
Lunch	11:20 – 11:50	
5	11:50 – 12:45	English

+ 2



Crafton Hills College Courses	On-line Options
Spanish PE Arts Psychology Etc.	National University Scout Coursera EdX

Each student’s requirements will be carefully mapped through his or her Personal Leadership Plan (PLP)–required documentation to ensure all requirements are met.

Transferability of Courses/WASC Accreditation

CLCA will pursue its initial accreditation with the Western Association of Schools and Colleges (WASC) during its first year of operation with a scheduled visit for spring 2016. CLCA will continue its association with WASC and will pursue accreditation while in operation.

CLCA will ensure that all core courses are University of California/California State University–approved for A-G requirements. Per UC/CSU guidelines, CLCA will proceed with A-G course

approval within the first year of operation to ensure required courses are approved prior to enrolling 11th-graders in the 2016–2017 school year.

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

Attendance

FIGURE 9- ANTICIPATED ENROLLMENT

School Year	9th grade	10th grade	11th grade	12th grade	Independent Study	Total Students
2015-16	75	75			10	160
2016-17	75	75	75		15	240
2017-18	75	75	75	75	20	320

CLCA’s academic calendar shall generally follow a traditional academic calendar in consideration of CHC and YHS; commencing before September 30 in accordance with Education Code 47652, and including but not limited to 180 instructional days. The number of annual instructional minutes for all grades shall meet or exceed the State’s requirements in Education Code Section 47612.5(a). Instructional minutes are delineated in the school’s daily student schedule in [Appendix F](#).

CLCA parents/guardians are responsible for sending their children to school and providing an explanation for absences. CLCA attendance policies are available upon request 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.

CLCA shall maintain an Attendance Assistance Program (AAP) to support students and families that are struggling with attendance issues. Parents will receive attendance letters periodically throughout the year to inform them of their student’s attendance. Parents of students who have negative attendance are required to attend a meeting with the Executive Director, at which time an AAP contract is developed and signed by the Executive Director, parents, and student (if present). The AAP outlines the expectations of CLCA and ways for the parent(s) to improve the pattern of attendance for their student(s).

Plan for Students Who Are Academically Low-Achieving

Students who do not meet standards for their age/grade level as identified by data as below basic or far below basic on state tests, local assessments, or recommended by their teachers or parent will be part of the Response to Intervention process. Students scoring below or far below basic

will be Tier 3 students and will be required to participate in extra support. Progress will be monitored by the RTI team. If the student is deemed as not making adequate progress, he or she will be entered into the SIT process, which will be closely monitored by the SIT Team. If progress is not deemed adequate, the student may be referred to Special Education Testing. The charts below detail the RTI cut points and SIT process.

RTI Process

Tier	Cut Points	Support
1	Basic	In-Class Monitor
2	Below/Far Below (1 yr)	Push in – Support during leadership and/or after School
3	Below/Far Below (2 yrs. or more)	After-school support required

FIGURE 13- SIT PROCESS

SIT Steps	Actions	Timeline	Resources
Step 1	Students identified through assessments and teacher observations. Assessments used include NWEA, SBAC, and local benchmarks, placing them at or below the 20%, or receiving below basic marks.	Within 40 days of student enrollment, and then three times a year thereafter	Teacher assessments and pre-SIT forms
Step 2	SIT team meets	Within 20 school days of identification	Parents, school staff, SIT forms, list of interventions
Step 3	Interventions start	60 days of interventions from the time of the initial SIT meeting	Tutors, volunteers, teachers, parents, admin., technology
Step 4	SIT team meets to evaluate progress	Within 60 days after interventions are in place	Teachers, parents, admin, SIT forms

Step 5	New interventions in place (if necessary)	60 school days	Tutors, volunteers, school staff, technology
Step 6	Refer for special education testing	After 1 full year of SIT process and interventions	School staff, school psych., parents

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

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

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

Plan for Students Who Are Academically High-Achieving

As CLCA shall provide significant supports to boost the performances of low-achieving students, CLCA shall also meet the needs of gifted learners and academically high achievers in order to prepare them to compete in the global economy. Students with exceptionally high ability need challenging coursework. Standard college preparatory coursework at CLCA will maintain a high level or rigor as currently offered; in addition, Advanced Placement (AP) level curriculum will be offered to meet the needs of gifted students.

CLCA is passionate about meeting the needs of gifted students. Gifted students come from all ethnic groups. Students who are intellectually gifted demonstrate many characteristics, including a

precocious ability to think abstractly; an extreme need for constant mental stimulation; an ability to learn and process complex information very rapidly; and a need to explore subjects in depth. Students who demonstrate these characteristics learn differently. Thus, they have unique academic needs that CLCA meets through coursework and differentiated instruction.

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

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

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

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

Plan for English Learners

Overview

CLCA will meet all applicable legal requirements for English Learners (EL) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CLCA will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. CLCA recognizes that the California Department of Education is currently in the process of revising the state ELD framework, and CLCA will utilize the finished document as the guide for instruction and support of English Language Learners.

Home Language Survey

CLCA will administer the home language survey upon a student's initial enrollment into the Charter School (see enrollment forms in [Appendix I](#)).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test (CELDT)–tested within 30 days of initial enrollment² and at least annually thereafter between July 1 and October 31st until redesignated as fluent English proficient.

CLCA will notify all parents of its responsibility for CELDT testing and of CELDT results within 30 days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing. Currently, the charter contracts with the district to provide testing services.

Reclassification Procedures

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

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

² The 30-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

Teachers will be trained to use daily English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English Learners. CLCA teachers are required to have a Cross-cultural Language and Academic Development (CLAD) authorization or equivalent prior to employment at CLCA.

The CLCA 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 assuring equal opportunities to succeed academically. To achieve these goals, the program provides EL students with "nearly all" instruction in English, as defined below.

Daily English Language Development (ELD)

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

Specially Designed Academic Instruction in English (SDAIE)

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

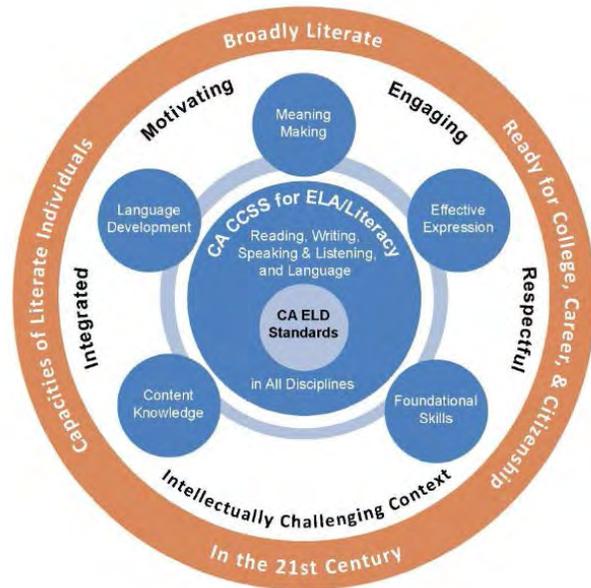
Figure 16 on the following page is adapted from the Oregon Department of Education publication *The English Language Learners' Program Guide* (n.d.). Each of the five stages of second language acquisition is linked to appropriate and specific instructional strategies.

CLCA will purchase EL supplements for each grade level as part of its curricular purchase. CLCA recognizes the great need for schools in our area to service second-language students in English instruction. Therefore the following chart describes the ELD program at CLCA for students who are below proficiency on their CELDT testing. CLCA has also budgeted to pay the Spanish instructor to

support EL student learning through daily instructional lessons and translation services at the school site. EL students will also receive supplemental instruction after school (if needed) in the remediation classes.

FIGURE 16 – ELD CHARTS

New state framework chart for ELD instruction



ELD Strategies

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

Monitoring and Evaluation of Program Effectiveness

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

- Adhering to CLCA-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly 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)

CLCA will implement an ELAC committee in the event that the school enrolls over 14 students that qualify as EL. CLCA recognizes that the state requires an ELAC with 21 or more students, but the founders believe 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 school's needs assessment, annual language census, and improving attendance. The committee will follow ELAC regulations as outlined by CDE (<http://www.cde.ca.gov/ta/cr/elac.asp>).

Plan for Serving Students with Disabilities

CLCA 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 of Civil Rights (OCR). Furthermore, CLCA will comply with AB 602, El Dorado SELPA guidelines, and all California laws pertaining to special education students.

Special Education Students

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

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

Services for Students under the "IDEIA"

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

The Charter School intends to provide special education instruction and related services for special education students enrolled in the Charter School in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School will follow SELPA policies and procedures, and shall utilize 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 YCJUSD or SELPA inquiries, to comply with reasonable YCJUSD or SELPA directives, and to allow YCJUSD or SELPA access to Charter School students, staff, facilities, equipment, and records as required to fulfill all YCJUSD obligations under this charter petition or imposed by law.

Search and Serve

CLCA 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. CLCA 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.

CLCA 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. CLCA shall follow the Student Intervention Team ("SIT") model outlined in the Charter to support students. If the SIT finds that the pre-intervention plan is not sufficient to meet the student's needs, it may refer a student for services through the provisions of a Section 504 Plan, if appropriate, or recommend that student for a formal special education assessment.

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

Interim and Initial Placements of New Charter School Students

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

CLCA 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 CLCA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, CLCA 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 CLCA from a district-operated program under the same special education local plan area of CLCA within the same academic year, CLCA 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 CLCA with an IEP from outside of California during the same academic year, CLCA 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 CLCA 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 CLCA, 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. CLCA will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. CLCA shall obtain parent/guardian consent to assess CLCA 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. CLCA’s internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by CLCA within 15 days. CLCA 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 CLCA 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. CLCA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

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

IEP Meetings

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

IEP Development

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

IEP Implementation

CLCA 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 CLCA's nonspecial education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Nonpublic Placements/Nonpublic Agencies

CLCA 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

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

Nondiscrimination

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

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

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

CLCA will have complete access to a Special Education Coordinator, currently Dr. Charity Hennings-Plaxton, employed to manage and coordinate services. The Special Education Coordinator 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, CLCA may also seek related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. CLCA may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Notification and Coordination

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

Due Process Hearings

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

Complaint Procedures

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

Section 504 of the Rehabilitation Act

CLCA shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by CLCA shall be accessible for all students with disabilities. CLCA 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 CLCA. Any student who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by CLCA.

A 504 team will be assembled by the 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 School's professional staff.

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

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

A Section 504 Board Policy and Procedure is attached as [Appendix O](#).

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 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 subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

CLCA has clearly defined schoolwide and pupil outcome goals. CLCA will pursue the following schoolwide and subgroup outcome goals, as measured by multiple and varied benchmark assessments, which are aligned to state and federal standards including the new Common Core State Standards, and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP) assessment system. CLCA's outcomes are also aligned with the Eight State Priorities as required by Education Code Section 52060(d). For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined pursuant to Education Code Section 47607(a)(3)(B).

The following chart delineates CLCA schoolwide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated, by CLCA, and CLCA's methods for measuring progress. As the State and District finalize new standardized assessment tools (e.g., CAASPP) and new school performance measures (e.g., API), CLCA will work with the District to ensure that it creates and updates its plans and goals accordingly.

CLCA OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing CLCA’s outcomes that align with the Eight State Priorities and CLCA’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by CLCA at the school site.

STATE PRIORITY #1— BASIC SERVICES

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

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Teachers will be equipped and prepared to meet the demands of teaching the Common Core standards; Business Manager will annually review credential status.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition with a heavy emphasis placed on digital resources.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition. A committee of key stakeholders will provide adoption recommendations.

MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
METHODS OF MEASUREMENT	Executive Director and faculty review all instructional materials before purchase pursuant to E.C. § 60119.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Create and maintain a world-class, clean, and safe school facility with the emphasis of developing an innovative, technology-driven learning environment.
ACTIONS TO ACHIEVE GOAL	Through a strong partnership with CHC, CLCA will provide a safe and clean facility through daily general cleaning by custodial staff; Regular, on-going communication will take place between CHC and CLCA to ensure safety and cleanliness of CHC facilities; Annual and monthly facility inspections by the CLCA staff will screen for safety hazards.
MEASURABLE OUTCOME	Annually, 90% all items on Monthly Site Inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing, and 100% of identified Required Corrections will be corrected within 3 months. Daily cleanliness spot checks will also be performed.
METHODS OF MEASUREMENT	Monthly Site Inspection documents prepared by Director of Annual Facility Inspection Reports.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in ongoing, high-quality professional development on the deep understanding and teaching of Common Core State Standards. A minimum of 5 hours per month will spent on professional development.
ACTIONS TO ACHIEVE GOAL	Develop a strong professional development plan by closely working with teachers and other key stakeholders to identify areas of weakness. The PD plan will be specific and strategic in addressing areas with detailed goals and timelines. A heavy emphasis will be placed on research-based training on teaching the Common Core Standards.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least 5 hours of Professional Development and trainings in CCSS.
METHODS OF MEASUREMENT	Professional Development calendar and rosters will evidence participation by teachers in Professional Development activities.

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support and interventions.
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.
METHODS OF MEASUREMENT	EL student performance on the CAASPP statewide assessments; CELDT/ELPAC Assessments; ILP folder; teacher assessments; annual report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum, <i>Into English</i> and <i>High Point</i> .
MEASURABLE OUTCOME	100% EL students will reach English language proficiency within 4 years of initial classification as an English learner through the implementation of the CCSS, and <i>Into English</i> and <i>High Point</i> ELD curriculum and related instructional strategies.
METHODS OF MEASUREMENT	Student performance on CELDT/ELPAC Assessment, <i>Into English</i> and <i>High Point</i> curriculum assessments, ELD folder, and reclassification documentation.
<p><u>STATE PRIORITY #3 – PARENTAL INVOLVEMENT</u> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i></p>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Inland Leaders Charter Schools Board of Directors and advisory council.
ACTIONS TO ACHIEVE GOAL	Every 4 years, the Parent elections are held to elect new parent board members.
MEASURABLE OUTCOME	Annually, the Inland Leaders Charter Schools Board of Directors will have, at minimum, two parent members.
METHODS OF MEASUREMENT	Inland Leaders Charter Schools Board of Directors meeting agendas and minutes identify Parent Members.

SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Implement a CLCA Parent Teacher Advisory Committee (PTAC) to provide recommendations to the Inland Leaders Charter Schools Board of Directors.
ACTIONS TO ACHIEVE GOAL	School administration will work with the Parent Teacher Advisory Committee (PTAC) to recruit parents to the advisory board via flyers, classroom newsletters, and parent meetings.
MEASURABLE OUTCOME	Annually, the advisory board will be made up of at least three parents who will meet monthly.
METHODS OF MEASUREMENT	Meeting agendas and minutes identify parents who form the Parent Advisory Board.
SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via regular, ongoing satisfaction surveys; host monthly parent-administration meetings.
ACTIONS TO ACHIEVE GOAL	Annually, CLCA administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Inland Leaders Charter Schools Board of Directors and school community for discussion and implementation.
MEASURABLE OUTCOME	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members.
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis.
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will cosponsor at least five community events annually in conjunction with the Charter School Parent Participation Group.
ACTIONS TO ACHIEVE GOAL	CLCA Administration will meet with leadership of the Parent Participation Group to identify opportunities and events to create and nurture community on campus.
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year.
METHODS OF MEASUREMENT	Measured by the school event calendar, Parent Advisory Council minutes.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment	
B. The Academic Performance Index (API)	

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

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUBPRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and mathematics.
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics, additional tutoring before and after school.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CAASPP statewide assessments; at least 75% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics. [CAASPP scores will not be available until the second year of operation since the 11th-grade implementation will not occur until 2016–2017.]
METHODS OF MEASUREMENT	CAASPP Score reports; evidence of student learning as demonstrated on Individualized Learning Plan Folders; Teacher observations, Pre- and postunit test results, unit assessments, assignment, and project rubrics.

SUBPRIORITY B – API

GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP.
MEASURABLE OUTCOME	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.

METHODS OF MEASUREMENT	CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education.
SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will take UC/CSU-approved coursework and complete all requirements required to attend state universities.
ACTIONS TO ACHIEVE GOAL	Guidance counselor in coordination with parents and students will insure students will be entered into UC/CSU-approved courses.
MEASURABLE OUTCOME	100% of all students, including student subgroups, will take UC/CSU-approved classes.
METHODS OF MEASUREMENT	Results will be measured through the use of the student information system that provides the tracking of the master schedule, graduation rates, university entrance rates.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	70% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
METHODS OF MEASUREMENT	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/CELDT Coordinator; ELD Folder in conjunction with ELD curriculum assessments and annual report cards.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP-statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
METHODS OF MEASUREMENT	Analysis and review of CELDT/ELPAC results, and CAASPP statewide assessment scores.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	80% of students who take the AP exams will pass the exam to receive college credit.

ACTIONS TO ACHIEVE GOAL	CLCA will provide and implement all courses to provide the level necessary to prepare all students to pass the AP exams.
MEASURABLE OUTCOME	85% of all students who attempt an AP exam will pass.
METHODS OF MEASUREMENT	AP exam pass rate reports
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	99% of students will take the EAP assessment in their junior year of high school, and 99% will pass their respective exams.
ACTIONS TO ACHIEVE GOAL	CLCA will offer and implement high-level instructional courses designed to prepare all students for college.
MEASURABLE OUTCOME	100% of all students will pass the EAP exams.
METHODS OF MEASUREMENT	EAP exam pass rate reports.
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <i>Pupil engagement, as measured by all of the following, as applicable:</i> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 96% ADA rate.
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Student attendance meetings will also take place with parents, staff and students.
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year.

ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy.
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year.
METHODS OF MEASUREMENT	End-of-term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success is determined by monthly, quarterly, and annual attendance reports.

SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE [NOT APPLICABLE TO GRADE LEVELS SERVED]

SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES

GOAL TO ACHIEVE SUBPRIORITY	Charter School will retain and promote 98% of students from prior year.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups.
MEASURABLE OUTCOME	98% of the high school classes will be comprised of students who enrolled at Charter School the prior academic year.
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS.

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

GOAL TO ACHIEVE SUBPRIORITY	Charter School will graduate 100% of its students that attend all 4 years at CLCA. Every student will take college courses through the Middle College program.
ACTIONS TO ACHIEVE GOAL	CLCA will accomplish this through a personalized program that includes a structured support system, such as counselors, tutors, on-line support, and high-quality instructors.
MEASURABLE OUTCOME	100% of all students enrolled at CLCA will graduate from high school.
METHODS OF MEASUREMENT	Charter school will use its graduation rate and course enrollment data tracked through the SIS database.

STATE PRIORITY #6 – SCHOOL CLIMATE

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

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

SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained in positive behavioral management strategies as well as the integration of leadership and character education.
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be suspended.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained in positive behavioral management strategies as well as the integration of leadership and character education; School will maintain interventions for students exhibiting at-risk behaviors.
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be expelled.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safety Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in monthly fire, earthquake, and safety drills.
MEASURABLE OUTCOME	100% of staff will participate in at least 4 hours of Safe School training; Students will participate in at least eight fire, earthquake, or safety drills annually.
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars.
SUBPRIORITY D – ADDITIONAL PRIORITY	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents, and teachers will feel a sense of community on campus, and within their classroom.
ACTIONS TO ACHIEVE GOAL	Students actively participate in Responsive Classroom activities throughout the school year. CLCA Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging cocurricular opportunities will

	further enhance students' sense of belonging and community.
MEASURABLE OUTCOME	Annually, at least 95% of students and families will be retained. Enrollment waiting list will be comprised of at least 300 families wishing to enroll in the school.
METHODS OF MEASUREMENT	Responsive Classroom assessments and evaluation documents will demonstrate students' sense of connectedness. Parent, student, and teacher satisfaction surveys will provide information regarding their sense of connectedness and community. Attendance and participation by students in campus events will evidence their sense of belonging and engagement. Annual reenrollment documentation and class lists will reflect a return rate of at least 95%. Enrollment waitlists will have at least 300 families interested in enrolling in the school.

STATE PRIORITY #7— COURSE ACCESS
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.
“Broad course of study” includes the following, as applicable:
Grades 1–6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
Grades 7–12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

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

STATE PRIORITY #8— PUPIL OUTCOMES - ACADEMIC EXCELLENCE DOMAIN: ENGLISH LANGUAGE ARTS
From the subject areas described above in #7, as applicable.

SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All students will participate in English/Literature classes (4 years) designed around the Common Core standards and developed to cultivate a deep understanding of the oral and written language.
MEASURABLE OUTCOME	Annually, 75% of students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CAASPP statewide test in the area of English Language Arts/Literacy.
METHODS OF MEASUREMENT	Student performance will be assessed through the CAASPP in 11th grade as well as the use of curriculum-embedded assessments, Illuminate assessments, NWEA and schoolwide benchmark assessments given each semester.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level proficiency in mathematics and complete courses 1,2, and 3 under the Common Core Standards design.
ACTIONS TO ACHIEVE GOAL	All students participate in Math Course 1,2, and 3 under the direct supervision and instruction of a highly qualified math teacher as well as using on-line resources, consultants, and interventions to produce success in the mathematics courses.
MEASURABLE OUTCOME	Students performance will be assessed through the CAASPP in 11th grade as well as the use of curriculum-embedded assessments, Illuminate assessments, and schoolwide benchmark assessments given at each semester.
METHODS OF MEASUREMENT	Math will be measured through the use of the CAASPP in 11th grade as well as through the use of curriculum-embedded assessments, Illuminate assessments, and NWEA and schoolwide benchmark assessments given at each semester.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level skills and content knowledge in history, geography, civics, and leadership.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography, and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in

	an integrated approach are nonfiction and historical fiction texts; mini research projects and presentations, computer-based information (articles, videos); field trip experiences, debates, and hands-on projects.
MEASURABLE OUTCOME	Annually, 75% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Formal assessments include pre- and post-testing, end of unit quizzes, and essay exams. Authentic assessments include presentations, projects, rubrics, and peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade-level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry-based approach, students will develop an understanding of science and engineering practices, disciplinary core ideas, and crosscutting practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Formal assessments include pre- and post-testing, end-of-unit quizzes, and reports. Authentic assessments include experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in visual and performing arts provided by CLCA, on-line programs or CHC as part of their elective requirements.
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan to determine appropriate electives for graduation and UC/CSU credit.
MEASURABLE OUTCOME	100% of all students seeking to participate in the elective courses will be provided with at least one viable option through on-line courses, CHC, or CLCA.
METHODS OF MEASUREMENT	Measurement will include master schedule requests, student surveys, and class enrollment data.

SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in Physical Education provided by CLCA or CHC as part of their requirements.
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan (PLP) to determine appropriate electives for graduation and UC/CSU credit.
MEASURABLE OUTCOME	100% of all students seeking to participate in the elective courses will be provided at least one viable option through on-line courses, CHC or CLCA.
METHODS OF MEASUREMENT	Measurement will include master schedule requests, student surveys, and class enrollment data.
SUBPRIORITY G – HEALTH [NOT APPLICABLE TO GRADE LEVELS SERVED]	
SUBPRIORITY H – FOREIGN LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in foreign languages provided by CLCA or CHC as part of their requirements.
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan (PLP) to determine appropriate electives for graduation and UC/CSU credit.
MEASURABLE OUTCOME	100% of all students seeking to participate in the elective courses will be provided with at least one viable option through on-line courses, CHC, or CLCA.
METHODS OF MEASUREMENT	Measurement will include master schedule requests, student surveys, and class enrollment data.
SUBPRIORITY I – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will participate in applied arts provided by CLCA, digital/on-line programs, or CHC as part of their elective requirements.
ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan (PLP) to determine appropriate electives for graduation and UC/CSU credit.
MEASURABLE OUTCOME	100% of all students seeking to participate in the elective courses will be provided at least one viable option through on-line courses, CHC, or CLCA.
METHODS OF MEASUREMENT	Measurement will include master schedule requests, student surveys, and class enrollment data.
SUBPRIORITY J – CTE	
GOAL TO ACHIEVE SUBPRIORITY	50% of students will be involved in structured internship programs that offer “real world” experiences.

ACTIONS TO ACHIEVE GOAL	The counselor and administrative staff will design and work closely with students on their Personal Leadership Plan (PLP) to determine appropriate electives/internships for graduation and UC/CSU credit.
MEASURABLE OUTCOME	100% of students seeking to participate in the elective courses will be provided at least one viable option through on-line courses, CHC, or CLCA.
METHODS OF MEASUREMENT	Measurement will include master schedule requests, student surveys, and class enrollment data.
SUBPRIORITY K – OTHER SUBJECTS – LEADERSHIP/ SOCIAL RESPONSIBILITY	
GOAL TO ACHIEVE SUBPRIORITY	All students will participate in leadership training embedded within their curriculum.
ACTIONS TO ACHIEVE GOAL	Use of <i>Habitudes</i> leadership curriculum on a weekly basis.
MEASURABLE OUTCOME	100% of students will participate in the <i>Habitudes</i> leadership curriculum on a weekly basis.
METHODS OF MEASUREMENT	Teacher gradebooks, student assignments, and attendance records.
SUBPRIORITY L – OTHER SUBJECTS – LEADERSHIP/ SOCIAL RESPONSIBILITY	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate social responsibility by working to improve their school and community environments.
ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities on and off campus.
MEASURABLE OUTCOME	100% of all students will demonstrate community service through a public presentation of their project.
METHODS OF MEASUREMENT	Measured through teacher grade books and student projects.
SUBPRIORITY M – OTHER SUBJECTS – LEADERSHIP/SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students will participate in making their school an engaging environment that they desire to attend each day.
ACTIONS TO ACHIEVE GOAL	All students participate in classroom dialogues and discussions, school and community activities, student government, and school decision-making processes.
MEASURABLE OUTCOME	Annually, 98% of students will demonstrate a high satisfaction rate with the school culture and the desire to attend school each day.
METHODS OF MEASUREMENT	Survey of students.

As a part of the WASC accreditation process, CLCA will develop and implement the use of the Expected School-Wide Learning Results (ESLRs). These goals are developed by the staff and parents to reflect the philosophy and expectations of students who undertake the program at CLCA. The ESLRs will be posted in every room on campus and reviewed with parents during back-to-school nights and conferences. CLCA will achieve initial WASC accreditation in spring 2016.

METHODS OF ASSESSMENT (ELEMENT 3)

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

CLCA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in noncharter public schools.

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

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

- Student portfolios: each student will give a public presentation of student work as a culminating activity for the year
- NWEA assessments given up to four times a year to determine placement and mastery of standards in math, language, science, and reading.
- Student self-assessments and surveys
- Personal Leadership Plans (PLP)
- Smarter Balanced Assessments for Common Core State Standards (SBAC)
- California Standards Test (CST) for science
- California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA)
- California English Language Development Test (CELDT)
- California High School Exit Exam (CAHSEE)
- Illuminate assessments developed through Key Data systems
- EAP assessment
- California Physical Fitness Testing (PFT)

- Textbook/publisher-developed assignments and assessments. For example, Pearson math has chapter and unit assessments to determine a student’s mastery of specific skills and standards.
- Faculty/teacher-developed assessments.
- Anecdotal records
- Student Conduct Records in the student database
- Parent/staff surveys collected throughout the year ([Appendix L](#)).

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

Schedule of State Testing to Measure Student Outcomes

State Mandated Assessments	Grade Level				Frequency
	9	10	11	12	
CELDT (for English Learners only)	X	X	X	X	Annually
Smarter Balanced Assessment, or other state-adopted standardized assessment			X		As Mandated by State
CST in science		X			As Mandated by State
CAHSEE		X	X	X	As Mandated by State
PFT (Physical Fitness Test)	X				Annually
CMA in science (as required)		X			As Mandated by State
CAPA in science, ELA and math (as required)		X	X		Annually

CLCA Assessments	Grade Level				Frequency
	9	10	11	12	
Benchmark Assessments					
English Language Arts	X	X	X	X	Semesters
Math	X	X	X	X	Semesters
Science	X	X	X	X	Semesters
History		X	X	X	Semesters
Foreign Language	X	X	X	X	Semesters

College Readiness Exams	Grade Level				Frequency
	9	10	11	12	
SAT		X	X		Annually
ACT			X	X	Annually
EAP (Early Assessment Program)			X		Annually
AP Exam (Advanced Placement)	X	X	X	X	Annually

CLCA 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

CLCA will collect, analyze, and report student achievement in a continuous manner. At the beginning of the year (within the first 2 weeks of school), students will be assessed using norm-referenced, research-based measures from the NWEA assessments to determine math and language arts levels and progress. The NWEA may be replaced with SBAC formative assessments and screenings (if available) starting in the 2015–2016 school year. Teachers will meet in the third week of school to analyze the results of the data and will meet at monthly intervals to continue the analysis of student scores. At these meetings, teachers will determine which students need more aggressive support, acceleration, remediation, and adjustments to their Personal Leadership Plans (PLP). Curriculum and instruction will also be discussed in light of the patterns of student achievement or lack thereof. Formal assessments will occur at the end of every grade reporting period (a total of two times a year). Assessments may be given at greater intervals depending on the need for increased progress monitoring.

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

Use of Data for Reporting Pupil Achievement

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

CLCA will utilize the Illuminate data system as a gradebook and test generator to provide high-quality Common Core State Standards assessments utilizing the Key Data Systems test bank.

Parents have full access to student grades, assignments, and a variety of other data through the Illuminate Parent Portal. Information regarding Illuminate is included in [Appendix E](#).

School Accountability Report Card

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

Local Control Accountability Plan

As noted in Element 1 of this charter, CLCA will produce a Local Control Accountability Plan (LCAP) using the LCAP template adopted by the State Board of Education, which shall initially be submitted to the District and San Bernardino County Superintendent of Schools in the school's first year of operation, by July 1, 2016. Pursuant to Education Code Section 47606.5, CLCA shall update the LCAP, including the goals and annual actions identified below. CLCA shall submit the LCAP to its authorizer and the San Bernardino County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

GOVERNANCE STRUCTURE (ELEMENT 4)

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

Nonprofit Public Benefit Corporation

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

The Inland Leaders Charter Schools Articles of Incorporation, Bylaws, federal and state nonprofit status letters, and Conflict of Interest Code are provided in [Appendix O](#). As reflected in the attached documents, Inland Leaders Charter Schools has updated its Articles of Incorporation and Bylaws to provide for the operation of CLCA and its existing school, ILCS.

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

Inland Leaders Charter Schools Board of Directors

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

The Board of Directors shall consist of no fewer than five (5) and no more than seven (7) Directors, 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(b), the District may appoint a single representative to sit on the Board of Directors. If the District chooses to do so, the Board of Directors 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 CLCA to the Inland Leaders Charter Schools organization, and following approval of this charter, the Board of Directors will seek to add at least one parent of a student currently attending CLCA.

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

Election of Parent Representatives to the Board of Directors

Parent representatives must be the parent/guardian of a student currently enrolled in CLCA. The parent representatives on the Board of Directors cannot also be an employee of Inland Leaders Charter Schools. Parent representatives may be nominated by any stakeholder in the school and will be elected by the ILCS Board of Directors.

Election of Community Members

CLCA shall seek community members with expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, government, business, and law. Community members may be nominated by the Inland Leaders Charter Schools Board of Directors, parents, or employees and will be elected by the ILCS Board of Directors.

Board of Directors Terms and Elections

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

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

Board Duties

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

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

- Approving personnel policies, and overseeing and approving all hiring, promotion, discipline and dismissal of school personnel upon recommendation by the Executive Director.
- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director.
- Approving and monitoring management of school liabilities, insurance, health, safety, and 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 Board meetings.
- Review requests for out-of-state or overnight field trips.
- Participate in dispute resolution procedures and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary to the District for consideration.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
- Adopt an independent study policy for the CLCA independent study program.

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

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

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

The Inland Leaders Charter Schools Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or appropriate third party contractor any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, personnel matters, expenditures over 1% of the overall CLCA 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.

Inland Leaders Charter Schools will send to the District, at the time they are posted or published, copies of Board meeting agendas and minutes.

Executive Director

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

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

- Ensure CLCA 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 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 CLCA independent study program.
- Complete and submit required documents as requested or required by the charter and/or Inland Leaders Charter Schools Board of Directors and/or the District
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables

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

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

Director of Educational Services

The Director of Educational Services will provide the daily site supervision required to provide a safe and productive environment for high school students at CLCA. The Director of Educational Services shall be Dr. Corey Loomis, who has vast experience working with high school students and supervising high schools as an administrator. Dr. Loomis will be considered the “Site Principal” for purposes of the public. He will be directly supervised by the Executive Director.

Parent Teacher Activities Committee

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

Parent Involvement

In addition to the role of parents on the Inland Leaders Charter Schools Board of Directors and the PTAC, parents will be strongly encouraged to contribute a minimum of 20 hours per family, per

academic year to CLCA. The CLCA administration shall maintain a comprehensive list of volunteer opportunities including, but not limited to, the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the following school bodies: the Board of Directors (as member or observer), or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. The CLCA administration and Board of Directors recognize the critical need for parent involvement in the educational environment and their participation in setting school priorities in the Local Control Accountability Plan (LCAP). Further information about parent involvement at CLCA will be included in the Parent Contract. No student will be denied admission, excluded from CLCA programs, or otherwise disciplined due to his or her parent/guardian's failure to sign the Parent Contract or to volunteer in accordance with the Parent Contract.

Organizational Chart

Please find the Inland Leaders Charter Schools/CLCA organizational chart, attached in [Appendix O](#).

QUALIFICATIONS OF SCHOOL EMPLOYEES (ELEMENT 5)

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

CLCA is dedicated to hiring the most dedicated and knowledgeable staff. CLCA will seek to hire teachers with varying areas of expertise. CLCA shall be nonsectarian in its employment practices and all other operations and shall not discriminate on the basis of any characteristic described in Education Code Section 220, including but not limited to gender, gender expression, gender identity, sex, race, ethnicity, national origin, religion, political beliefs, sexual orientation, or disability. All employees shall be fingerprinted and receive a background clearance in accordance with Education Code Section 44237 prior to commencing employment with CLCA. CLCA shall benefit from having highly qualified administrators who will evaluate each employee of the high school. CLCA shall comply with Education Code Section 47605(l) regarding certification of teachers, and applicable portions of the Elementary and Secondary Education Act regarding “highly qualified” teaches. Documentation of appropriate teacher certifications shall be maintained on file at CLCA and shall be subject to periodic inspection by the District.

For 2015–2016, CLCA has budgeted to hire six certificated teachers, one full-time counselor, one part-time independent study teacher, two secretaries, one campus monitor, one custodian, one lunch service staff, one subgroups liaison (EL, low-SES, and first-generation college attenders), and one part-time PE teacher. CLCA will also maintain contracts with a list of after-school providers such as tutors who are reflected in the budget under the “electives” object codes. CLCA will also utilize the services of other Inland Leaders Charter Schools employees to provide back office support, special education, and support services such as administration and maintenance. CLCA will require additional staff to meet the goals of its charter in the second and third years; the staff chart below outlines the necessary plan for the first 3 years of operation.

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

	Year 1	Year 2	Year 3
Admin/ Counselors	Dir. of Ed Services (FT) Counselor (FT)	No new hires	Extra counselor (FT)
Certificated	6 core teachers(FT) 1 Indep. study teacher (PT) 1 PE teacher (PT) Teachers for SPED services (PT) Various tutors (PT)	3 core teachers (FT) IT support/ on-line learning coordinator(FT)	3 core teachers(FT)
Classified	2 secretaries (1 FT/ 1 PT) 1 security (PT) 1 food service (PT) 1 custodian/grounds (PT) 1 subgroup liaison (PT)	Activities Coordinator (PT) Extra PT secretary	No new hires expected.
Other	school nurse contractor (PT) SPED contractors if required through IEPs	No new hires expected	No new hires expected

With regard to the relationship between ILCS and CLCA, ILCS will be providing personnel to support the high school program. The personnel expected to support the program include:

- ✓ Back office staff for purchasing, budgeting, accounting, human resources, and financial controls
- ✓ Executive Director oversight
- ✓ Special Education Coordinator/Psychologist
- ✓ Special Education teachers including SAI and LSH
- ✓ IT and technology support through the current IT department
- ✓ Data and Assessment support through the current D&A department

ILCS will determine an appropriate administrative fee to be charged to the high school program for services and will not mix funds and revenues of the two chartered programs; K–8 and 9–12.

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

Teacher Qualifications

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

1. All teachers will be required to hold a CLAD certification or an equivalent recognized by the California Commission on Teacher Credentialing.
2. All teachers of core academic subjects must meet the “highly qualified” requirements of the Elementary and Secondary Education Act (ESEA), as follows:
 - (a) Hold at least a bachelor's degree from an accredited institution of higher education.
 - (b) Hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(I)).
 - (c) Demonstrate subject-matter competence in the core areas in which they teach.
4. Teachers shall also possess the following qualifications and characteristics:
 - Knowledge of child development; specifically of emotional, physical, and developmental patterns
 - Knowledge of general learning theories and curriculum development
 - A preference of 2 years of 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 school’s stakeholders
 - Openness to input and feedback regarding professional growth and performance
 - Good organizational skills
 - Openness to innovative and creative approaches to meeting educational goals

- Maintains good rapport with students and their parents
- Proficient with technology and computers
- Able to differentiate instruction

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

- (a) Hold at least a bachelor’s degree; and
- (b) Demonstrate subject matter competency in the ESEA core academic area.

Executive Director Qualifications

The Executive Director supervises the CLCA teachers and noninstructional 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 charter management organization (ILCS).

Candidates for this position will possess:

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

This individual must meet all of the following minimum requirements:

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

Director of Educational Services Qualifications

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

The individual must meet all of the following minimum requirements:

- Senior Management Employee Preliminary or Professional Clear Administrative Credential.
- Master's degree required, doctoral degree preferred
- Classroom and administrative experience in teaching and administration in elementary and/or secondary school management and curriculum development.

Counselor's Qualifications

The counselor at CLCA is a critical staff member who will guide and support students, teachers, and parents to assure that students are able to successfully complete their credit for high school and have a seamless integration with the Middle College Program through Crafton Hills College.

The individual must meet all of the following minimum requirements:

- Experience working with at-risk student populations such as first-generation college students
- Demonstrated leadership capabilities
- Excellent interpersonal, communication, and writing skills
- MA/MS degree in School Counseling from an accredited college or university
- PPS Credential in School Counseling and Guidance
- Experience with individual and group counseling

Noncertificated Staff

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

Noncertificated staff members, must exhibit the following minimum qualifications:⁴

- Adequate professional training and/or experience
- Any and all licenses or certifications necessary to perform the responsibilities of the position
- Positive references
- ESEA requirements for paraprofessionals

⁴ In the alternative, CLCA may contract for any or all of these services.

Instructional aides who are required to meet ESEA shall do so through college credit requirements or through the testing option as verified by District staff.

Professional Development/Leadership Model

Staff development will take place every week during times when students are not in classes. Teachers will meet on a daily/weekly basis to develop their skills and expertise in focused areas. The first focus for staff development will be the implementation of the Common Core State Standards. A proposed 3-year staff development plan is located in [Appendix P](#).

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

CLCA shall partner with RIMS-BTSA to provide induction services for new teachers. The Executive Director shall serve as the liaison with RIMS-BTSA and is responsible for overseeing the program at the site level.

Recruitment

CLCA'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 Director⁵ shall establish an ad hoc Hiring Committee comprised of the Executive Director, administrative assistant, teachers, and one Board member, which shall:

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

Employment Handbook

Although not a legally required provision of a charter, CLCA 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.

⁵ The Board shall establish the Hiring Committee in the case of an Executive Director vacancy.

HEALTH AND SAFETY (ELEMENT 6)

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, CLCA shall adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers. Sample Inland Leaders Charter Schools Board of Directors–adopted health and safety policies are located in [Appendix Q](#). The following is a summary of the health and safety policies of CLCA:

Procedures for Background Checks

Employees and contractors of CLCA will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The CLCA Executive Director shall monitor compliance with this policy and report to the Inland Leaders Charter Schools Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All noncertificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Tuberculosis Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

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

Medication in School

CLCA will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Emergency Preparedness

CLCA shall adhere 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 shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for CLCA.

Blood-Borne Pathogens

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

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

Facility Safety

CLCA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CLCA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CLCA shall conduct fire drills monthly for all grade levels.

Comprehensive Discrimination and Harassment Policies and Procedures

CLCA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin,

ancestry, age, medical condition, marital status, sexual orientation, or disability. The CLCA shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's discrimination and harassment policies, which is attached as [Appendix Q](#). Training on the prevention of sexual harassment shall be provided through the *SafeSchools* program each school year to all staff members as well as on-site training to all administrators and Board Chairman through Paychex HR Services.

RACIAL AND ETHNIC BALANCE (ELEMENT 7)

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 district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

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

The founders of CLCA have developed an outreach plan, attached as Appendix C 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. The central focus of the outreach plan is to involve the recruitment of first-generation college students. CLCA believes that this population needs to experience and work on the college campus in order to motivate and understand that they are more than capable of success at higher levels of education. CLCA strongly believes that in order to accomplish its mission and vision to serve all students—not just an elite few—through a demanding and relevant college preparatory program, it must recruit and enroll first-generation college students.

The outreach plan shall be evaluated by CLCA 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 or modified to focus on the methods of outreach that have been most successful. As stated above, the evaluation of the CLCA outreach plan shall be reported by CLCA to the District as part of the annual performance report.

ADMISSION REQUIREMENTS (ELEMENT 8)

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

CLCA shall admit all pupils who wish to attend the school up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. CLCA shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Except as provided in Education Code Section 47605(d)(2), admission to CLCA 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(b).

CLCA 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.

The application process is comprised of the following:

- Required parent attendance at a school orientation meeting
- Completion of an application form

The purpose of the orientation meeting is to ensure parent/guardian understanding of and commitment to CLCA's vision and policies. All families seeking admission will receive extensive information about the CLCA philosophy and educational program, including information regarding the Parent/Student Contract, attached as [Appendix R](#).

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, CLCA will hold a public random drawing to determine enrollment for the impacted grade levels, with the exception of existing students (2nd year, forward) who are guaranteed enrollment in the following school year.

As noted in Element 7 of this charter, CLCA strongly believes that in order to accomplish its mission and vision to serve all students, not just an elite few, through a demanding and relevant college preparatory program, CLCA will seek to recruit and enroll students who are first-generation college students. CLCA recognizes the challenge in documenting and monitoring these students, but remains steadfast that first-generation college students must be afforded an admissions preference to attend CLCA in order to accomplish our goals. As part of the lottery process, parents will be asked to indicate their level of education on the lottery forms. Once a student secures a spot through the lottery as a "first generation college" student he/she will be

required to provide prior school enrollment forms that indicate their parent/guardian levels of education. ILCS has deemed “first generation college” as a student whose parent has not attended any college or university. Parent education level data is required by public schools in California and therefore should be readily available from previous schools. The founders and writers of this petition have determined that a balanced approach to entry for this category of students and all other eligible applicants is accomplished through the order of admission preferences listed below.

- Category 1: Children of employees, founders, and Board members of Inland Leaders Charter Schools (not to exceed 5% of total enrollment of CLCA)⁶
- Category 2: Siblings of currently attending CLCA students
- Category 3: First-generation college students who reside in the District
- Category 4: First-generation college students who do not reside in the District
- Category 5: Current students of Inland Leaders Charter School who reside in the District⁷
- Category 6: Current students of Inland Leaders Charter School who do not reside in the District⁸
- Category 7: All other residents of the District
- Category 8: All other applicants

CLCA and the District mutually agree that the preferences in the public random drawing, as listed above, are consistent with Education Code Section 47605(d)(2) and applicable federal law and nonregulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at CLCA’s discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by CLCA to the District.

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.

Enrollment Procedures

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

- Parent Contract
- Registration document

⁶ During the PCSGP grant period, Category 1 students may be exempted from the public random drawing.

⁷ During the PCSGP grant period, Category 5 students shall not receive a preference in or exemption from the public random drawing; however, such students may receive a preference or exemption if they qualify under another admissions category.

⁸ During the PCSGP grant period, Category 6 students shall not receive a preference in or exemption from the public random drawing; however, such students may receive a preference or exemption if they qualify under another admissions category.

- Proof of immunizations
- Proof of residence
- Proof of minimum and maximum age requirements, e.g., a birth certificate
- Home Language Survey
- Completion of Emergency Medical Information
- Master agreement for Independent study pupils (if applicable)

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

CLCA shall develop and adopt a comprehensive enrollment policy and procedure to implement the provisions herein.

ANNUAL 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)(l).

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

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

It is anticipated that the annual audit will be completed within 4 months of the close of the fiscal year. A copy of the annual audit 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.

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

PUPIL SUSPENSION AND EXPULSION PROCEDURES (ELEMENT 10)

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

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 an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion, and may be amended from time to time without the need to amend the Charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction, or willfully causing the infliction, of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons, or to prevent damage to school property.

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

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except in self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - 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.
- l) Knowingly received stolen school property or private property.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that would be deemed hate violence or harassment, threats, or intimidation directed toward one or more students and that has—or can be reasonably predicted to have—the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but not limited to, with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm of his or her person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, 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. 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.
- w) 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).
- x) A pupil who possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- 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.
- l) Knowingly received stolen school property or private property.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

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

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that would be deemed hate violence or harassment, threats, or intimidation, 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 and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, 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. 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.
 - w) 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).
 - x) 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.

If it is determined by the 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 1 year, pursuant to the Federal Gun Free Schools Act of 1994.

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. This conference shall be held within 2 school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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 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 or the student's parent/guardian to appear in person or to employ and be represented by counsel or a nonattorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive 5 days notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public

meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person 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

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and 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 pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

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 or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the

Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

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

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) 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 USC 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 USC 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 IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

EMPLOYEE RETIREMENT SYSTEMS (ELEMENT 11)

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

CLCA 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 CLCA. Students who reside within the District who choose not to attend CLCA 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 CLCA will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CLCA, except to the extent that such a right is extended by the local education agency.

EMPLOYEE RETURN RIGHTS (ELEMENT 13)

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

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

All employees of CLCA will be considered the exclusive employees of the Inland Leaders Charter Schools and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CLCA. Employment by CLCA provides no rights of employment at any other entity, including any rights in the case of closure of CLCA.

DISPUTE RESOLUTION (ELEMENT 14)

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

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

CLCA and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

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

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

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

EXCLUSIVE PUBLIC SCHOOL EMPLOYER (ELEMENT 15)

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

Inland Leaders Charter Schools shall be deemed the exclusive public school employer of the employees of CLCA for the purposes of the Educational Employee Relations Act (EERA). Inland Leaders Charter Schools shall comply with the EERA. Employees of CLCA shall not be deemed to be employees of the District for any purpose whatsoever.

CLOSURE PROTOCOL (ELEMENT 16)

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

The following procedures shall apply in the event Crafton Leaders Collegiate Academy closes. The following procedures apply regardless of the reason for closure.

Closure of CLCA 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 Board of Directors will promptly notify parents and students of CLCA, the District, the San Bernardino County Office of Education, the SELPA, the retirement systems in which CLCA 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 Board will ensure that the notification to the parents and students of CLCA 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 CLCA.

The Board 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, CLCA 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). CLCA will ask the District to store original records of CLCA students. All student records of CLCA shall be transferred to the District upon closure. If the District will not or cannot store the records, CLCA shall work with the County Office of Education to determine a suitable alternative location for storage. CLCA anticipates maintaining a student database of records through the Aeries software program, which is the same database provider for the District.

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, CLCA will prepare final financial records. CLCA will also have an independent audit completed within 6 months after closure. CLCA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CLCA 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 CLCA.

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

On closure of CLCA, all assets of CLCA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CLCA, remain the sole property of CLCA and, upon the dissolution of the Inland Leaders Charter Schools nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon CLCA 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, CLCA shall remain solely responsible for all liabilities arising from the operation of CLCA.

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

CLCA will utilize its reserve fund as specified in [Appendix S](#) 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 3 years of operation. Education Code Section 47605(g).

Attached as [Appendix S](#), please find CLCA financial documents, which include, but are not limited to, the following documents:

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

Summary

The attached budget and cash flow projections are based on historical expenses for the ILCS program and planned growth for the next 3 years. CLCA has utilized the Local Control Funding Formula (LCFF) funding formulas and assumptions built into the statewide calculator developed by FCMAT. CLCA will maintain separate financial accounts and bookkeeping in accordance with state regulations and separate audits will also be completed apart from the ILCS K–8 program. Revenue for the first year includes LCFF, EPA, child nutrition, special education, and local donations/fundraising in the total estimated amount of \$1,297,368. Total expenses are estimated at \$1,279,011 leaving \$18,357 in carry over for the second year. Second- and third-year budgets are markedly stronger due to the fact that start-up costs for new charters are extensive. CLCA will pursue the Public Charters Schools Grant Program, which provides up to \$575,000 in start-up and implementation funding. This funding is based on a competitive process and therefore is **not** calculated as part of the revenue provided in this document.

Enrollment Projections

CLCA has projected a modest level of enrollment starting in the first 3 years of operation.

FIGURE 22- ENROLLMENT

Grade	2015/16	2016/17	2017/18	2018/19	2019/ 20
9	80	80	80	81	82
10	80	80	80	81	82
11	0	80	80	81	82
12	0	0	80	81	82
Total Enrollment	160	240	320	324	328
ADA at 96%	153.6	230.4	307.2	311.04	314.88

* Enrollment fluctuates from year to year dependent on the class size of each grade level. Student numbers reflect independent study students as well as site-based enrollment.

Revenue

CLCA shall benefit from Inland Leaders' Charter Schools' extensive resources and expertise in financial development. CLCA has access to a \$350,000 line of credit through Wells Fargo banking for start-up funding. The school has also been provided with a \$10,000 donation through the Inland Leaders Foundation. As mentioned above, CLCA shall apply for Public Charter Schools Grant Program funding and expects to receive up to \$575,000 in start-up and implementation funding. The ILCS Board will commit a \$500,000 interest-free loan to CLCA at the time of charter approval to support any start-up costs associated. The combination of LCFF, grants, and the line of credit will provide the necessary revenue and cash flow for any initial expenditures and start-up expenses.

Revenue projections for 2015–2016 are based on LCFF, with rates estimated by FCMAT and current state budgets.

In addition to the LCFF and EPA funding, CLCA will receive:

- Lottery Funding: the school will receive approximately \$153 per ADA per year for state lottery revenue (\$30 restricted, \$123 unrestricted).
- Child Nutrition: The National School Lunch Program reimbursement rates are \$2.55 per Reduced child and \$2.95 per Free child. The State Meal Program reimbursement rate is \$0.22 per Free or Reduced child.
- State and Federal Special Education Funding including mental health funding under the El Dorado SELPA allocation plan.
- Local revenue from donations, fundraising, and sales.

Expenses

Expenses have been conservatively estimated in coordination with EdTec based on Inland Leaders Charter School's 7 years of operational experience and EdTec's experience working with a number of charter schools in California. Below is a summary of the major expense categories and their underlying assumptions.

Staffing and benefits: CLCA shall be led by the Director of Educational Services shown under Certificated Administration. The salary of the Director of Educational Services will be split between the CLCA high school program and the ILCS K–8 program. In 2015–2016, CLCA will employ 6 FTE Certificated Teachers. Three additional teachers will be hired in 2016–2017, and three teachers will be hired in 2017–2018 due to the growth in grades. CLCA has also budgeted for one full-time counselor, one part-time independent study teacher, two secretaries, one campus monitor, one custodian, one lunch service staff, one sub-groups liaison (EL, low SES and first-generation college attenders), and one part-time PE teacher.

CLCA will cover the costs of health insurance for its employees. Budget projections are based on actual 2014 costs per employee at ILCS and assumes a steady rate of insurance increases each year, at around 10% a year.

CLCA will offer STRS for its certificated employees and Social Security for noncertificated employees. Worker's Compensation insurance is included based on rates provided through Republic Indemnity.

Books and Supplies: CLCA expects 160 new students in 2015–2016 in ninth and 10th grades. For Textbooks and Core Materials, CLCA expects \$475 per new student each year with the remainder to be replacement costs; \$63 per student for Books and Other Reference Materials with the remainder to be replacement cost; \$385/ADA for Instructional Materials; \$142/new student for Classroom Furniture with the remainder to be replacement cost. The school assumes monthly expenses of \$260/month in Custodial Supplies and \$274/month in Office Supplies with growth each out year to accommodate the increase in school size and enrollment. Professional Development Supplies are estimated at \$205/FTE teacher in 2015–2016 with growth each out year as the school grows a grade. Educational Software is estimated at \$243 per computer for 32 computers. CLCA estimates the purchase of 32 new computers in 2015–2016 at \$500 each; out years assume replacement and additional computer purchases. Student Food Service assumes an expense of \$310/ADA slowly decreasing in out years for economies of scale.

Services and Operating Expenditures: CLCA has budgeted 1% of revenue for District oversight in accordance with Education Code Section 47613(a).

Facilities are budgeted based on a preliminary rental agreement of \$8,333/month with Crafton Hills College. Out years assume a 3% increase.

Utility costs are based on current rates being used through the gas and electric companies for the ILCS sites.

Inland Leaders Charter Schools Board of Directors currently has insurance liability, excess liability, property, worker's compensation, and student accident coverage through Hartford Insurance. Out years are adjusted for growth in ADA and a 3% premium increase along with student growth. CLCA will pay a prorated portion of the insurance costs.

CLCA has budgeted to contract with back office support through EdTec in the form of consultation to manage the school's business office in partnership with the Executive Director. These services include payroll, financial reporting, budgeting, and attendance tracking.

Capital Outlay: 2015–2016 includes \$17,500 for work on existing classes located at the Crafton Hills College facility. The facility is in good repair and will only require minimal work.

Cash Flow: A majority of the Books and Supplies expense lines are projected to be expensed in August and September of the fiscal year. Services and Other Operating are expensed based on historical spending patterns. CLCA is cash positive throughout the 3 years. CLCA will have

available the \$350,000 line of credit through Wells Fargo and the \$500,000 loan from ILCS to provide the required cash each month for expenses.

Contingencies and Reserves: CLCA is budgeted to end the first year of operation with a 3% reserve and an ending fund balance of \$18,357. CLCA's budget demonstrates strong reserve and ending fund balances in the second and third years of operation.

Financial Reporting

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update (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 nonaudited 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.

Insurance

CLCA 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 CLCA's insurer. The District Board of Education shall be named as an additional insured on all policies of CLCA. Prior to opening, CLCA will provide evidence of the above insurance coverage to the District. At this time, CLCA anticipates that the following insurance types shall be required by the District and obtained following approval of this charter:

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. Education Code Section 47605(g).

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

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

District Oversight

In accordance with Education Code Section 47613(a), CLCA shall pay the District the sum of 1% of the revenue of the Charter School 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 CLCA 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 the Charter School pursuant to Education Code Section 47613(b), but this shall not preclude CLCA and the District from entering into alternate facility agreements.

Visitation

CLCA and the District will jointly develop a continued visitation process to enable the District to gather information needed to validate the school's performance and compliance with the terms of this charter. CLCA 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, CLCA 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 school. The description of facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

CLCA has several options for facilities in the local area, within the boundaries of the District. CLCA is working closely with the Crafton Hills College to secure facility space beginning in the 2015–2016 school year, located at 11711 Sand Canyon Rd in Yucaipa. Enclosed as [Appendix U](#) is a letter of intent from Crafton Hills College to house CLCA students.

CLCA anticipates requiring the following facilities in accordance with its student enrollment, staffing, and educational program needs:

- Six classrooms for core teachers
- Office space for the secretaries, administration, counselor, and other staff
- Access to related CHC facilities such as fields, labs, library, and physical education rooms
- Two bathrooms for student use and one bathroom for staff/parent use

In the event that facility space at Crafton Hills College is not available, CLCA shall utilize room and space that is currently available at the current sites of the Inland Leaders Charter Schools.

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

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. CLCA shall encourage 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.

CLCA shall explore the use of local bus transportation and the purchase of annual bus passes for students in need of transportation to the facility through OmniTrans.

Food Services

CLCA shall maintain nutritionally appropriate (in accordance with applicable California standards for school lunches) food on campus for lunch for students who did not bring a lunch and for students who qualify for free or reduced lunch. Meals will be made available in such a way that it is not readily apparent that students are receiving free or reduced price meals. CLCA will contract with a third-party vendor or the Crafton Hills College food service department. This cost is reflected in the school budget in [Appendix S](#). CLCA will apply for reimbursement for free and reduced lunches by the California Department of Education, Nutrition Services Division.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. CLCA 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 CLCA.

Further, CLCA and the District shall enter into a memorandum of understanding, wherein CLCA shall indemnify the District for the actions of CLCA under this charter.

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

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

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

CONCLUSION

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

As approved by the Board of Directors of Inland Leaders Charter Schools, we hereby present the District a petition for the establishment of the Crafton Leaders Collegiate Academy, requesting a 5-year term, from July 1, 2015 through June 30, 2020.

Respectfully submitted on July 31, 2014

Mike Gordon, Executive Director, ILCS

APPENDICES

APPENDIX A - LETTERS OF SUPPORT



PRESIDENT'S OFFICE
CRAFTON HILLS COLLEGE

A Campus of the San Bernardino Community College District

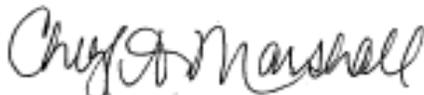
July 28, 2014

Cali Binks, Superintendent
Board of Education Members
Yucaipa-Calimesa Joint Unified School District
12797 Third Street
Yucaipa, CA 92399

Dear Superintendent Binks and Board of Education members:

This letter is provided in support of partnering with Inland Leaders Charter School (ILCS) and key stake holders in the program design of Crafton Leaders Collegiate Academy (CLCA). My administrative team and I have been working with Mr. Mike Gordon, Dr. Loomis, Dr. Jimenez, and Dr. Urrea for over a year to design an innovative Middle College program. The program will be located on the Crafton Hills College (CHC) campus. CLCA will provide students with a unique learning opportunity in which they can enroll in college classes while in high school and take advantage of the wealth of resources that the college provides. An emphasis will be placed on meeting the needs of first generation college students. We will work closely with ILCS and key stake holders to ensure that CLCA is an effective, viable, and innovative program that all of us in the Yucaipa Valley can be proud of. The CHC course agreement with CLCA will be articulated during the fall of 2014.

Sincerely,



Cheryl A. Marshall, Ed.D
President
Crafton Hills College

cc: Dr Corey Loomis

11711 SAND CANYON ROAD • YUCAIPA, CALIFORNIA 92399 • (909) 794-2161



Ms. Cali Binks, Superintendent
Yucaipa-Calimesa Joint Unified School District
12797 Third St.
Yucaipa, CA 92399-4544

July 31, 2014

Dear Ms. Binks and Board of Education members,

On behalf of Esri, I provide this letter in support of Crafton Leaders Collegiate Academy (CLCA). I have been working closely with Mr. Mike Gordon, Dr. Loomis, Dr. Jimenez, and Dr. Urrea over the past school year. As a CLCA high school committee member, I am well aware of the unique and innovative learning opportunities that CLCA will provide for the students in this community. An emphasis will be placed on developing 21 century leaders, critical thinkers, students that reason intellectually, and spatial thinkers. I am excited about the opportunity for students to gain a deeper understanding of our world, various cultures, and the challenges that face the world today through geography and the use of GIS.

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

As the Director of Education at Esri and a member of the Yucaipa community, I am committed to working with CLCA to provide a high quality and innovative high school program for the students of the Yucaipa Valley. I appreciate your support of CLCA.

Sincerely yours,

A handwritten signature in black ink, appearing to read "David DiBiase".

David DiBiase
Director of Education, Industry Solutions

COMMITTEES
VICE CHAIR, GOVERNMENTAL
ORGANIZATION
INSURANCE
BUDGET
HEALTH
REVENUE AND TAXATION

SUBCOMMITTEES
BUDGET, SUBCOMMITTEE NO. 2 ON
EDUCATION FINANCE



STATE CAPITOL
P.O. BOX 042849
SACRAMENTO, CA 95834-0428
(916) 319-2042
FAX (916) 319-2149

DISTRICT OFFICE
73710 FRED WARING DRIVE, SUITE 110
PALM DESERT, CA 92260
(760) 574-0164

SATELLITE OFFICE
2001 W. FLORIDA AVENUE, SUITE 105
HEMET, CA 91850
(951) 925-2900

July 25, 2014

RE: INLAND LEADERS CHARTER SCHOOL HIGH SCHOOL CHARTER PETITION

To whom it may concern;

Inland Leaders Charter School (ILCS) has been educating and preparing future leaders for our community since its founding. The number of its students has been growing due to the awareness it has created in our community and the option it has provided our families to experience excellence in education.

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

I am proud to stand with the ILCS family in support of its Inland Leaders Charter School High School Petition that will be submitted for your review. As a father of seven and a member of the Education committee, I feel it's vitally important to offer our students the opportunity to pursue such an excellent choice of education and leadership-providing institution.

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

Sincerely,

Brian Nestande
Assemblyman – 42nd District

CAPITOL OFFICE
STATE CAPITOL
ROOM 3056
SACRAMENTO, CA 95814
TEL (916) 651-4023
FAX (916) 651-4923

DISTRICT OFFICE
1801 ORANGE TREE LANE
SUITE 240
REDLANDS, CA 92374
TEL (909) 801-5040
FAX (909) 801-5010

California State Senate

MIKE MORRELL
SENATOR, TWENTY-THIRD DISTRICT

COMMITTEES
HEALTH
VICE CHAIR
BUDGET
BANKING & FINANCE
SUBCOMMITTEE
BUDGET SUBCOMMITTEE #3
HEALTH & HUMAN SERVICES

July 23, 2014

To whom it may concern:

RE: Inland Leaders Charter School High School Expansion

Inland Leaders Charter School (ILCS) has provided a quality education for its students since its founding. Student registration has significantly increased due to the success and reputation ILCS has earned in the community

The reputation of ILCS is an outgrowth of its dedicated faculty and staff. In anticipation of serving the community and providing a quality education, ILCS has made the decision to expand into a high school. This expansion will give ILCS the opportunity to further provide for its students' educational needs and prepare their students for their future.

ILCS has expressed a profound pride in offering their community a choice in education and leadership preparation.

Please give the Inland Leaders Charter School High School Petition, submitted for your review, every consideration. Their faculty and staff are dedicated and invested in their student's education.

Sincerely,



MIKE MORRELL
Senator, 23rd District



JOHN McMAHON, SHERIFF-CORONER



July 29, 2014

Yucaipa Calimesa Unified School District
12797 Third Street
Yucaipa, Ca 92399

Cali
Superintendent Binks;

Leadership is important to me, as I know it is to you. Through strong leadership, our community, state and country will continue to be successful. There is a need for leadership skills to be taught in our educational system.

I have visited Inland Leaders Charter School, and am impressed to discover these key skills being taught throughout the school. Students are being trained to be future leaders. I am aware that leadership will be taught and emphasized through Crafton Leaders Collegiate Academy program as well. As a result, I fully support Mr. Mike Gordon, Dr. Loomis, Dr. Urrea, and other key stakeholders as they develop Crafton Leaders Collegiate Academy.

I appreciate your consideration of Crafton Leaders Collegiate Academy. I believe this program will have a positive impact on our community.

Sincerely,

Lee Hamblin, Chief of Police
Yucaipa Police Department
San Bernardino County Sheriff's Department

LKH/klk

SAN BERNARDINO COUNTY SHERIFF'S DEPARTMENT

655 East Third Street • San Bernardino, California 92415-0061 Post Office Box 569 • San Bernardino, California 92402-0569

RE: INLAND LEADERS CHARTER SCHOOL HIGH SCHOOL CHARTER PETITION

To whom it may concern;

Inland Leaders Charter School (ILCS) has been educating and preparing future leaders for our community since its founding. The number of its students has been growing due to the awareness it has created in our community and the option it has provided our families to experience excellence in education.

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

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

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

Date: 7/19/14

Name: Greg Bogh

Address: 33525 Pembroke Pl
Yucaipa, CA 92399

Sincerely
Greg Bogh

APPENDIX B - ILCS BOARD OF DIRECTORS

Robert H. (Bob) Stranger – June 2014

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

EXPERIENCE

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

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

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

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

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

Education

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

Honors

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

Military Service

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

Public Service

Six terms, 24 year elected member of the Yucaipa Calimesa Joint Unified School District Board of Trustees, 12 year member of Colton/Redlands/Yucaipa Regional Occupation Program Board of

Trustees, Loma Linda Veterans Hospital volunteer, currently serve as Board President, Inland Leaders Charter School.

INTERESTS:

Hiking, travel, volunteering.

Mrs. Bonnie Mitchell

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

Education

Master of Arts in Education-Curriculum and Instruction, University of Redlands, Redlands, California, 2001
Additional post-graduate work:
University of California Extension, Riverside, California 1999, 1995; University of San Diego, San Diego, California, 1999; University of California- Los Angeles, Los Angeles, California, 1998; California State University-San Bernardino, San Bernardino, California 1995, 1990, California credential program-1976-1982
Bachelor of Science –Elementary Education, Northern Illinois University, De Kalb, Illinois, 1968
Eastern Illinois University, Charleston, Illinois, 1964-66

Teaching Experience

Azusa Pacific University, Azusa, California, 2005-Present, University Supervisor of student teachers and interns
University of Redlands, Redlands, California, 2005-2006, University Supervisor of student teachers and interns
Yucaipa-Calimesa Joint Unified School District, Yucaipa, California, 1975-2004 including the following assignments:
Yucaipa High School and Yucaipa Junior High School 1991-2004, English (inclusive), Forensics- speech coach ,1993-96, Literacy 1999-2004
Yucaipa Adult School, learning lab for high school diploma 1988-1991, older adult program, 1976-1988
Substitute teacher, K-6 Yucaipa-Calimesa Joint Unified School District (1975-76)
Cypress Avenue Christian School, Redlands, California, grade 1, 1971-1973
Grace Christian School, San Bernardino, California, grade 1, 1970-1971
Genoa-Kingston School District, Genoa, Illinois, grade 1, 1968-1970

Professional Activities and Awards

Board Member for Inland Leaders Charter School 2009-Present
Advisory Council for Content Standards and Assessment, 2002-3
YHS English Department Chair, 2002-2003; YJHS English Department Co-Chair, 1992-1994
Secondary Peer Coach and Mentor, 1996-2003
BTSA Mentor, 1999-2000
Arrowhead Reading Council Award, 2000
Literacy in Content Area Grade 7-12, In-service Presenter, 2000
Who's Who of American Teachers, 1996, 1998, 2003
Toyota-Time Grant Recipient Group Member, 1997
Excellence in Teaching-Leadership Team Award, Yucaipa High School Fall, 1996; Spring, 1997
California Council of Adult Educators, Excellence in Teaching Award, 1991
California Council of Adult Educators, Presenter at state conference, 1989

References available upon request

Massongill Wealth Management
34826 Elmwood Lane
Yucaipa, CA 92399

Office Phone (909) 790-8005
Cell Phone (951) 312-8784
Fax (909) 790-0662
Email: david.massongill@natplancom

David Forbes Massongill

Objective

To provide clients with comprehensive wealth planning

Experience

Investment Adviser Representative/ OSJ Branch Manager

June 1, 2009 – Present Massongill Wealth Management - Yucaipa, CA

Comprehensive commission and fee based retirement, investment, and insurance planning for individuals and small businesses. Clear business through broker dealer, National Planning Corporation (NPC). MWM and NPC are not affiliated.

Licenses Held: FINRA Series, 6, 7, 24, 51, 63, 65. CA Life and Disability Insurance Lic. # 0B30168

Financial Advisor / OSJ Branch Manager

1993–May 28, 2009 SagePoint Financial, (formerly known as AIG Financial Advisors, Inc. and SunAmerica Securities, Inc.) Yucaipa, CA

- 1993-1995 Management Trainee with Independent Capital Management (ICM is a sales agency of SunAmerica Securities, Inc.)
- 1995 Top producer for ICM
- 1995-1997 Senior District Manager, ICM
- 1997 Top producer for ICM
- 1997 Established my own independent practice with SunAmerica Securities, Inc.
- 2003 Presidents Performance Club, SunAmerica Securities, Inc.
- 2003 Leaders Circle with AIG SunAmerica Life Insurance Co.
- 2005 Obtained my Office of Supervisory Jurisdiction

Education

1989–1993 BIOLA University La Mirada, CA

BS., Business Administration with emphasis in Marketing. (Cum laude)

Minor in Biblical Studies

Interests

Currently a Board member for Inland Leaders Charter School in Yucaipa, CA.

Former Elder Board Member, First Baptist Church of Yucaipa (FBCY) 2003-2006

Remote Control Sailplanes, Snow Skiing, Fishing, 4x4

Hershey McChesney

35983 Willow Crest Dr., Yucaipa, California 92399
Home Phone (909) 795-9250

*September 2001
June 2002*

Crafton Hills Community College

Instructor

Human Services 180

Drug and Alcohol Studies; Instruct the broadest context of prevention of alcohol and drug related problems in our society. The course covers crisis intervention, school and community based programs, relapse and recovery, grant writing, evaluation of programs, and other topics pertinent to the course.

*January 2000
May 2000*

Cal State University, San Bernardino

Instructor

Health Science 364. A required course for teachers and nurses.

*August 1997
to January 1999*

San Bernardino Valley College

701 S. Mt. Vernon Ave.

San Bernardino, CA 92410

Instructor

Instruct the broadest context of prevention of alcohol and drug related problems in our society. The course covers crisis intervention, school and community based programs, relapse and recovery, grant writing, evaluation of programs, and other topics pertinent to the course.

Experience:

San Bernardino City Unified School District in the various capacities listed below:

*October 2012
To present*

Shandin Hills MS/Chavez MS

Middle School Vice Principal

Split duties between two schools.

Implementing goals and objectives of the District. PBS implementation, Scheduling students, maintaining and monitoring School Disaster Plan, ASB, assemblies, assembly, cafeteria liaison, campus security, teacher evaluations, classified evaluations, counselor supervision, custodial supervision, master scheduling, student discipline, office supervision, PE and Science Dept., scheduling students, bulletins, counselor supervision, custodial supervision,

*August 2002
October 2012*

Golden Valley Middle School

3800 Waterman Ave.

San Bernardino, CA. 92404

Middle School Vice Principal

PBS program, ELL Bilingual Program, Science Dept. Implementing goals and objectives of the District. Scheduling students, maintaining and monitoring School Disaster Plan, ASB, assemblies, assembly scheduling, bulletins, cafeteria liaison, campus security, teacher evaluations, classified evaluations, counselor supervision, custodial supervision, master scheduling. Preregistration for High School, registration for Summer School, inventory control, student discipline, office supervision, SART coordinator, testing coordinator.

*August 1997
August 2002*

Curtis Middle School

1472 East Sixth Street

San Bernardino, CA 92410

Middle School Vice Principal

Implementing goals and objectives of the District. Scheduling students, maintaining and monitoring School Disaster Plan, ASB, assemblies, assembly scheduling, bulletins, cafeteria liaison, campus security, teacher evaluations, classified evaluations, counselor supervision,

custodial supervision, master scheduling. Preregistration for High School, registration for Summer School, inventory control, student discipline, office supervision, SART coordinator, testing coordinator.

July 1997
to August 1997

Arrowview Middle School
2299 North G Street
San Bernardino, CA 92405

Middle School Acting Principal

Maintain the operation of school and staff. Work with parents and students. Maintain records and reports. Maintain a safe campus.

January 1995
to July 1997

Arrowview Middle School
2299 North G Street
San Bernardino, CA 92405

Middle School Vice Principal

Implementing the goals, priorities and objectives of the district. Scheduling students, maintaining and monitoring school disaster plan. Coordinate Project Upbeat Program, Rotary Life Scholarships, Future leaders Program, UCR Student Outreach Program, and Mason's Award Program. Preregistration for High School, Summer School registration, assembly scheduling and set-up, inventory control, student discipline, assist in coordination of lock-out, on campus detention and after school detention, scheduling student pictures, maintaining a safe environment so that all students may enjoy extra-curricular activities such as sports, dances, and skating party

January 1992
January 1995

Substance Abuse Coordinator
777 N. F St.
San Bernardino, CA. 92399

Direct, coordinate, and supervise the District Drug, Alcohol, and Tobacco Program for 53 schools. Developed strategies for the successful implementation of a comprehensive K-12 drug intervention/ prevention program. Coordinate and work with student peer counseling program. Served as a liaison for community based partnership programs for district, school site, and community personnel. Serve as a resource to schools. Wrote grant proposals to fund all programs. Prepare and administer a program budget, interpret and apply administration and departmental policies, laws and regulations. Some of the programs supported were: D.A.R.E., Peer Leadership, Natural Helpers, Insight, Here's Looking at You 2000, Alternative to Gangs, Effects of Alcohol and Other Drugs on Unborn Babies, and Student Assistance programs. Evaluated and reviewed district programs. Exercised technical and functional supervision over classified and certificated personnel. Interpreted and applied administrative and department policies, laws, and regulations.

September 1987
to January 1992

Curtis Middle School
1472 East Sixth Street
San Bernardino, CA 92405

Insight Coordinator

Chairperson for Core Team. Mentor to new adult trainees. Started preventive programs for 6th graders. Established Insight Groups, Concerned Persons Group, Self-esteem Groups, and Behavioral Contract Groups. Identified students in need of services. Conferences with parents regarding drug programs. Monitored student progress. Coordinated Say No to Drug activities. Encouraged student participation in essay contests, poster contests, student activities, distribution of red ribbons and information. Evaluated and reviewed successes and struggles relating to these and other programs.

Acting Administrator

Assumed roles of Vice-Principal when Vice-Principal was absent. Disciplined and counseled students. Supervised campus. Talked and counseled with parents. Worked with scheduling. Represented the school in community relations. Worked with teachers to establish a positive school environment.

Science Teacher

Taught Physical, Earth, and Life Sciences. Taught to district guidelines and maintained classroom discipline. Helped set-up school science fairs. Participate in inter-school science bowls. Encouraged problem solving and the scientific methods. Integrated reading and study skills into the curriculum.

Computer Literacy Teacher

Taught computer literacy. Employed teaching to objective and cooperative learning strategies. Emphasized student responsibility and self-esteem.

Natural Helpers Program

Utilizing a natural resource where students search out other students for help, thus reaching a greater number of students. The class consisted of building skills to deal with other student problem

On Campus Detention (O.C.D.)

Designed and set-up this program in which to reduce the number of suspensions. The program is very structured, but not demeaning so the students would take responsibility for his/her own behavior consequences.

Coach

Coached girls and boys basketball. Coached boys softball. Taught fair play and teamwork along with basic athletic skills.

*September 1985
to June 1987*

Substitute teacher for the San Diego Unified and Grossmont Unified School Districts in California.

Education:

Second tier Administrative Credential obtained in June of 1994 from the University of Redlands.

M.A. and Administrative Credential obtained June 1991 from California State University, San Bernardino. Major: School Administration

Single Subject Teaching Credential, Secondary, and Science, obtained June 1985 from San Diego State University.

B.S. in Biology obtained June 1983 from San Diego State University.

References

Steve Perlut – Principal – 3800 N. Waterman, San Bernardino, CA. 92404
909-881-8169

Sue Romo – Principal (retired) – 3438 Chalet Dr., Santa Clara, Utah, 84765
435-688-9064

Sandy Gonering – Principal – Accountability Unit – 777 N. F st. San Bernardino, CA. 92410
909-381-1256

Robert Jamison

EDUCATION

California State University, San Bernardino - September 2010

Bachelor of Arts in Business Administration

Concentration: Accounting

Crafton Hills College, Yucaipa, CA December 2007

Associate of Arts in Economics

EMPLOYMENT

Roorda, Piquet & Bessee, Inc., Riverside, CA 2013-present

Senior Accountant

- Perform compilations, reviews and audits for clients in various industries (Manufacturing, Distribution, Healthcare, Agriculture, Property Management, Non-Profit)
- Develop annual audit plans for assigned engagements and coordinate all field work
- Provide general accounting assistance to clients
- Supervise junior staff and provide performance evaluations

Soren McAdam Christenson, LLP, Redlands, CA 2010-2013

Senior Accountant

- Perform compilations, reviews and audits for clients in various industries (Manufacturing, Distribution, Healthcare, Agriculture, Property Management, Non-Profit)
- Perform testing over internal controls, including Sarbanes-Oxley (SOX) testing
- Prepare business, trust and personal income tax returns
- Perform general accounting functions

US Army, Fort Hood, TX 2000-2005

Sergeant

- Served as the 1st Cavalry Division Artillery Counterfire Sergeant during Operation Iraqi Freedom II
- Awarded Army Commendation Medal x2 and Army Achievement Award x6

HONORS & AFFILIATIONS

American Institute of CPAs

California Society of CPAs

Member of Beta Alpha Psi, International Honor Organization

APPENDIX C - OUTREACH PLAN

<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Budget</i>	<i>Actions</i>	<i>Evaluation tool</i>
Monthly	Tania Duran (Bilingual Liaison)	\$500	Press Releases in <i>NewsMirror</i> , <i>Press-Enterprise</i> , <i>public radio</i>	Parents will be surveyed on lottery enrollment form to indicate how they were informed about the school. Data to be analyzed for outreach method success.
Monthly	Jay Jimenez	\$360 (web fees)	Postings of flyers, enrollment info, lottery forms	
Ongoing	Activities Director	-----	Iris Festival booth, Xmas parade, cancer walk	
Ongoing	Spanish committee	\$300	Mexican meat market booth, St. Francis presentation and distribution of flyers at Spanish family stores.	
February	PTO	-----	Brochure distribution at 99 cent store, Set Free Church, family services, St. Francis Cabini	
Feb - April	Corey Loomis	-----	Organize lottery days at the site	

2014-2015 OUTREACH ACTION PLAN FOR CLCA

Goal: To attract first-generation college students and subgroups into the charter program

Data: Data reveals that first generation, EL and low-SES students do not attend college at the rates of the typical populations

Results/Accomplishments: To be reviewed in June 2015 to analyze success of the plan

Objectives	Who	Timeline	Resources	Specific Actions	Results/ Review
Step 1: Print/Presentation Campaign	Mike Gordon Myra Garcia Patricia Buffam Bob Stranger Jay Jimenez Tania Duran Claudia Thulliez	On-going	~Volunteer parents ~Outreach team ~500 dollar budget	~Place flyers at Asederos, Yucaipa Coin Laundry, Anita's Bakery, Laundromat, Groceries for Less, 99 cent store, St. Francis, local schools ~Presentation at local library and community center ~Place target population info on the school website	To be reviewed in June 2015
Step 2: Press Releases	Bob Stranger Mike Gordon Ronica Hochreiter	October – February	~500 dollar budget	~press release to announce CLCA program and services ~press release to announce lottery/open enrollment ~press release for open house ~interested families invited to open house through post cards	To be reviewed in June 2015.
Step 3: Lottery/ Open House	Corey Loomis Mike Gordon	March– May	~500 dollar budget ~Volunteer parents ~teachers	~setup lottery day ~open house setup with Spanish teacher to provide presentation to Spanish speaking families ~teachers to open classes and discuss benefits of the charter program	To be reviewed in June 2015.

Evidence of Success: CLCA will recruit at least 50 first-generation college students along with at least 33% subgroup populations.

Evaluation Process: Administration will review the application documents and disaggregate them by demographic and how the families were informed about the school and distribute this information to the ILCS Board and faculty.**Evaluation Summary: To be provided in June of 2010.**

<p>Positioning statement:</p> <p>CLCA will provide a strong academic program to meet the needs of first-generation college students, low-SES, and EL populations.</p>		
<p>Value Proposition:</p> <p>CLCA is a small school that is able to personalize instruction for individual student needs and find innovative strategies to help them progress.</p>		
<p>Key Message #1:</p> <p>CLCA provides small class sizes with dynamic teachers.</p>	<p>Key Message #2:</p> <p>CLCA provides free/reduced lunches to students on a daily basis.</p>	<p>Key Message #3:</p> <p>CLCA provides close, personal support by qualified staff to make sure students are college- and career-ready.</p>
<p>Supporting Points:</p> <p>Students will be taking UC/CSU-approved coursework as well as the opportunity to take part in college coursework through Crafton Hills College.</p>	<p>Supporting Points:</p> <p>Above and beyond free/reduced lunch, students will have access to a qualified counselor who will be working closely with parents and the student to tailor an educational plan that is built on the students' interests and talents.</p>	<p>Supporting Points:</p> <p>Before- and after-school classes include homework help, math tutoring, and language arts tutoring. Students get out of school earlier, and therefore have more time for tutoring during their day.</p>

CLCA OUTREACH POSITION STATEMENTS AND KEY MESSAGES TO MARKET TO TARGET POPULATIONS

CLCA Outreach Plan Process Month by Month

August:

Outreach team meets when school starts to outline the annual outreach plan and goals for the year. The outreach plan is drafted. Research marketing mediums that will attract target populations such as local newspapers printed in Spanish.

September:

Outreach and action plan is finalized and roles assigned to the team members.

October:

Plan is initiated by sending out flyers and postcards to the target groups. Assessment scores are announced, and press releases made to attract target students to the school.

November:

Provide website information specific to the needs of the target populations on the school website.

December:

Press releases on school functions, community service, and meeting special population needs.

January:

Print campaign at areas where the target audience is located. The target population of EL and first-generation college students will be targeted by placing small ads in the local church bulletins; handing out flyers to families at local markets and stores that cater to Spanish speaking families; handing out flyers at local schools that have a high population of Spanish-speaking students (with permission of the District), and press releases in local newspapers as to the open enrollment period during the months of February and March.

February:

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

March:

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

April:

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

May:

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

June:

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

APPENDIX D - LEADERSHIP CURRICULUM

CLCA has determined to use the *Habitudes program on-line as its leadership curriculum and will be working closely with the company to implement on-going and targeted leadership for our students. Below is a sample of one of its lessons.*

IMAGE ONE
[THE ICEBERG]



The Iceberg

THE ICEBERG REPRESENTS YOUR LEADERSHIP. THE 10% ABOVE THE WATER IS YOUR SKILL. THE 90% BELOW THE WATER IS YOUR CHARACTER. IT'S WHAT'S BELOW THE SURFACE THAT SINKS THE SHIP.

An iceberg is an interesting picture of the first rule of leadership. There's more to it than meets the eye. Most of an iceberg is below the surface of the water. You probably remember the awesome story of the *Titanic*. (Maybe you saw the movie!) The huge and unsinkable ship received five iceberg warnings that fateful night of April 14, 1912, just before it went down. When the sixth message came in during the wee hours of the next morning: "Look out for icebergs," the operator wired back, "Shut up! I'm busy." These were his last words over the wire before it all happened. Exactly thirty minutes later, the great vessel—the one whose captain said even God couldn't sink—was sinking. Hundreds of passengers and crew were drowned.

What was the problem? They forgot the truth about icebergs. What they saw above the water couldn't have sunk the great ship. Unfortunately they forgot that most of an iceberg is below the water line. They underestimated the power of the iceberg, and overestimated their own strength. What an accurate description of so many leaders today.

The iceberg is a great picture of leadership because so much of our influence comes from qualities we can't see on the outside. It's stuff below the surface. I estimate 90% of our leadership is made up from our character. And, our character is the sum total of our:

- Self-discipline (The ability to do what's right even if you don't feel like it)
- Core values (Principles you live by that enable you to take a moral stand)
- Sense of identity (A realistic self-image based on your gifts and personality)
- Emotional security (The capacity to be emotionally stable and consistent)

page 1

Many people make it into the limelight, and neglect their character. Your skill may get you to the top—but it's your character that will keep you there. If you don't have strong character, you will eventually sabotage your leadership. You can only fake it so long. We learned this in the 1980s when so many religious televangelists fell morally. We learned it again in the 1990s when many politicians fell morally, including our president. We learned it again during the first decade of the new century when corporations such as Enron, WorldCom and Tyco committed moral crimes and pro athletes were taken to court due to lack of character. Even dozens of Catholic priests were charged with sexual crimes. My explanation? The iceberg. Weak character may begin with lying and cheating on tests. It eventually takes the form of fraud, sex crimes, robbery and scandals. In 2003, news became public that American Airlines, food service giant Ahold, and Healthsouth were all charged with mishandling funds. Were these companies part of the list of scandals in 2002? Nope. The scandals all happened after, and in spite of, the new legislation to combat corporate crimes. In other words, we didn't learn our lesson from Enron, back in 2002.

It didn't start with our generation, though. About a hundred years ago, a boy grew up in Europe. His father's given name was Alois Schicklgruber. As a teen, he never learned about character. His parents never taught him right from wrong, and he began to come up with his own ideas and values. His father put him down when he talked about becoming a priest, and insulted him when he spoke of becoming an artist. He was never valued, nor taught values. One night, he heard his mom and dad argue about moving away. He was convinced they hated him and suspected they would leave him behind. He decided to put up an emotional wall and never let anyone inside his heart. He ran away. This boy grew up to be a man. The man became a leader. You know him as Adolf Hitler.

History proves that Adolf Hitler was a great leader, but he wasn't a good one. He failed to use his influence well. His skill and charisma were huge. His character was horribly flawed. He sabotaged himself—but not until he had slaughtered more than six million innocent people along the way. While leadership skills are good to have, it does no good to develop your skills at the expense of your character and integrity. For instance, it would be easy to think that the mortgage banking industry is merely about finance, accounting, interest and negotiation. While those competencies are important, they are only the tip of the iceberg. The vast majority of that industry—and any industry for that matter—is about who we are below the surface. The lesson? Lead yourself well before you try leading others.

The bad news about icebergs is that it's what's below the surface that sinks a ship. When we have weak character it will eventually damage our ability to lead. The good news about icebergs is that it's what's below the surface that supports the tip of the iceberg. In the same way, strong character will hold you up long enough to use your skills.

REFLECT AND RESPOND

It is easy for us to sprint right to a list of competencies when we define leadership development. As Americans, we tend to want to immediately work on competencies or techniques. But those are all externals. True leadership is built from the inside out. Whatever happens on the outside of our life stems from what's happening on the inside. When we see a house that has stood for decades, we know it has a strong foundation. The visible is only a reflection of the invisible. Incidentally, there are icebergs that have nothing below the surface of the water. They are like floating ice cubes. They are called "whistlers." They are easy to spot. Can you guess how? They drift.

Why is focusing on the "inside" so difficult for us today?

Why do we put so much emphasis on the "outside" of our lives?

Leaders who last place "being" before "doing." They realize that leadership is about our person before it is about our practice. One psychologist, however, said we often become "human doings" before we are "human beings." What does this phrase mean to you?

SELF ASSESSMENT

Take a minute and think about your own character. Do you have strong character? On a scale of one to ten (ten being the strongest), rate yourself in the following areas:

1. Self discipline (The ability to do what is right even if you don't feel like it.)

1 2 3 4 5 6 7 8 9 10

2. Core Values (The principles you live by that enable you to take a moral stand.)

1 2 3 4 5 6 7 8 9 10

3. Sense of Identity (A healthy, realistic self-image based on your gifts and personality.)

1 2 3 4 5 6 7 8 9 10

4. Emotional Security (Your emotional health that enables you to be stable and consistent.)

1 2 3 4 5 6 7 8 9 10

Why did you give yourself the scores you did?

EXERCISE

Identify several things you really don't like doing. It may be a function around the house or in the business. It could be a chore like sweeping the garage or some small task you've procrastinated on in your office. It may be listening to or interacting with someone who is difficult to connect with. It might be physical exercise or the discipline of waiting. It could be as simple as staying on a diet.

Choose two of these "undesirables" and make them disciplines. Deliberately do what you don't like doing. Practice them daily for one week. Put them on the calendar and ask someone to hold you accountable to do them. (If you do them for two weeks, chances are they will become a habit!)

Afterwards, discuss the results. Did you feel a sense of accomplishment? Did you waver in your commitment? Discuss with someone how daily disciplines pave the way for conquering laziness and indifference. How have you gained personal victory by practicing these disciplines?

The following words were written on the tomb of an Anglican bishop (1100 A.D.) in the crypts of Westminster Abbey:

When I was young and free and my imagination had no limits, I dreamed of changing the world. As I grew older and wiser, I discovered the world would not change, so I shortened my sights and decided to change only my country.

But it, too, seemed immovable. As I grew into my twilight years, in one last desperate attempt, I settled for changing only my family, those closest to me, but alas, they would have none of it.

And now as I lie on my deathbed, I suddenly realize: If I had only changed my self first, then by example I would have changed my family. From their inspiration and encouragement, I would then have been able to better my country and, who knows, I may have even changed my world.

APPENDIX E - ASSESSMENT INFORMATION

Sample Report Card

Crafton Leaders Collegiate Academy
 9th Grade Report Card

Student: _____

Teacher: _____

Year: _____

	Trimester		
	1	2	3
Math-			
Instructor:			
English			
Instructor:			
Science			
Instructor:			
History			
Instructor:			
Physical Education			
Instructor:			
Electives			
Instructor:			
Class:			
Instructor:			
Class:			
Instructor:			
Class:			

	Trimester		
	1	2	3
ATTENDANCE			
Days enrolled			
Absences			
Tardies			
Early releases			
OTHER DATA			
NWEA-Rdg			
NWEA-Math			
NWEA-Lang			
Leadership Grade			

At-risk of retention
 Special Ed. (modified report card)
 Special Ed. (non-modified)
 ELL
 Personal Leadershi Plan

Grading Scale

A+=98-100 %

A= 93%

A-=90%

B+=88%

B=83%

B-=80

C+=78%

C=73%

C-=70%

F= 0-69%

Teacher Signature _____

Date _____

FEATURES

Assessments

- District and Classroom Assessments
- Illuminate & Third Party Item Banks
- Includes Prebuilt Grade Level CCSS Assessments
- Item Creator & Editor for Advanced CCSS Item Types
- Direct Links to Curriculum Resources via Activate Instruction
- Online and Paper/Pencil Testing

Assessment Overview



Powerful Reporting

- Charting and Graphing Capabilities
- Customizable Dashboard
- Customizable Student Profiles
- Mass Email Notifications
- Sortable Prebuilt Reports
- Complete State Data and Reporting
- Drag and Drop Customizable Form Letters
- Custom Label Design and Generation

Response Frequency Report



Report Cards

- Standards-based/Common Core

OnTrack Report



Parent & Student Portals

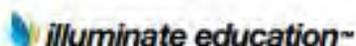
- Includes Parent and Student Messaging
- Includes Links to Curriculum Resources

Online Testing



And ...

- Early Warning Identification System (On Track)
- Complete RTI Functionality and Reporting
- Daily Roster Updating
- Student Group Management & Reporting
- Gradebook



Sample Key Data Systems performance task for 11th grade

Grade 11 ELA Performance Task Teacher Booklet

Title:	Energy Sources
Grade:	11
Claim(s):	<p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Assessment Target(s):	<p>Claim 2: 7. COMPOSE FULL TEXTS: Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> <p>Claim 4: 2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.</p> <p>4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures.</p>
Standard(s):	RI-1, W-1a W-1b, W-1c, W-1d, W-1e, W-4, W-7, W-8, W-9b, L-1a, L-2a, L-2b, L-3a, L-6
Blooms Taxonomy Level:	Creating - 6
DOK Level:	Extended Thinking - 4
Score Points:	18 points possible
Difficulty:	Medium
Resources:	http://www.conserve-energy-future.com/ http://www.renewableenergyworld.com/rea/tech/home
Notes:	N/A
Task Overview:	<p>Part 1: (35 minutes) Students will examine and take notes on the texts provided to them. Students answer the constructed response questions which ask students to evaluate the texts provided to them.</p> <p>Part 2: (85 minutes) Students refer to their answers from the constructed response questions in part one. Students will compose a full-length argumentative essay on energy sources. Students are allowed to access the texts that they read and their answers to the research questions within part one, but cannot modify their responses.</p>
Teacher Preparation/Resource Requirements:	The teacher should assure that sufficient blank paper and writing utensils are available for student note-taking.

APPENDIX F - INSTRUCTIONAL MINUTES

Instructional Minutes for CLCA indicating an extra 5,400 minutes of instruction a year beyond state requirements.

Grade 9 (64,800 minutes required per year)

Instructional Minutes	
Total Number of Days	180
Start Time	7:45 AM
End Time	2:45 PM
Lunch Duration	30 minutes
Total Number of Hours	7
Total Daily Number of Minutes	420
Actual Daily Instructional Minutes	390
Actual Number of Minutes per year	70,200

Grades 10–12 (64,800 minutes required per year)

Instructional Minutes	
Total Number of Days	180
Core day Start Time	7:45 AM
Core day End Time	12:45 PM
Elective minutes (+2 schedule)*	110 minutes
Lunch Duration	30 minutes
Total Number of Hours	7
Total Daily Number of Minutes	420
Actual Daily Instructional Minutes	390
Actual Number of Minutes per year	70,200

*Students enrolled in the +2 model may have different times of the day in which they are taking these UC-required elective courses. The required instructional minutes of the 2 courses are provided in the chart as opposed to clock times.

APPENDIX G - CURRICULUM/ INSTRUCTION

Sample of instructional materials adopted by the California Department of Education in January of 2014.

Algebra 1 Programs

Publisher	Program Title	Grade Level(s)
Agile Mind	<i>Common Core Algebra 1 Mathematics</i>	Algebra 1
Aleks Corporation	<i>CA Algebra 1</i>	Algebra 1
Big Ideas Learning	<i>Big Ideas Algebra 1</i>	Algebra 1
College Preparatory Mathematics	<i>Core Connections Algebra 1</i>	Algebra 1
Houghton Mifflin Harcourt	<i>Algebra 1: Analyze, Connect, Explore California</i>	Algebra 1
JRL Enterprises	<i>I CAN Learn Algebra 1</i>	Algebra 1
McGraw-Hill	<i>Glencoe Algebra 1</i>	Algebra 1
Pearson	<i>CA Common Core Algebra 1</i>	Algebra 1
Perfection Learning	<i>Kinetic Algebra 1</i>	Algebra 1
The College Board	<i>SpringBoard Mathematics Algebra 1</i>	Algebra 1

Mathematics 1 Programs

Publisher	Program Title	Grade Level (s)
Pearson	<i>Common Core Integrated Math 1</i>	Math 1

APPENDIX H – ON-LINE TECHNOLOGY CURRICULUM AT CLCA



OdysseyWare provides a meaningful, on-line learning experience for school-age students across the United States. In fact, 95% of our participating schools return every year because our curriculum is easy to use, comprehensive, and engaging.

More than 50 grade-level courses are available in core curriculum areas and electives. In addition, we provide an on-line translator so students can easily learn in their native language. Complete translations are available in the following languages: Spanish, French, German, Russian, and more!



edX HOW IT WORKS COURSES SCHOOLS & PARTNERS REGISTER NOW [log in](#)

TAKE ONLINE COURSES
from the world's best colleges and universities

all | current | new | past all subjects all schools find

Courses: Showing 1 - 15 of 206

7.00x: Introduction to Biology - The Secret of Life
Explore the secret of life through the basics of biochemistry, genetics, molecular biology, recombinant DNA, genomics and rational medicine.
STARTS: 17 Jun 2014 INSTRUCTORS: Eric S. Lander MITx [learn more](#)

ANU-ASTRO2x: Exoplanets
Exploring the mysteries of exoplanets - planets around other stars.
STARTS: 24 Jun 2014 INSTRUCTORS: B. Schmidt, P. Franc... ANUx [learn more](#)

CSS0x: Introduction to Computer Science
An introduction to the intellectual enterprise of computer science and the art of programming.
STARTS: anytime, self-paced INSTRUCTORS: D. Mikim, K. Bowden HarvardX [learn more](#)

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Who We Are
National University Virtual High School (NUVHS) offers more than 90 online high school courses that fit your learning style – and your schedule. Our flexible online format is fully interactive and accessible 24/7 with flexible start and end dates.

- Our High School
- Academics

[Who We Are](#) [How NUVHS Works](#) [Why Online](#) [Student Support](#) [Affordability](#) [Accreditation](#)

National University Virtual High School Social Network

[Find us on Facebook](#)

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National University Virtual High School (NUVHS) offers the premier high school online learning experience. NUVHS strives to provide students the opportunity to achieve academic excellence through creating an active, engaging and cooperative online learning environment. NUVHS students are able to enroll in NUVHS online high school courses throughout the year and can complete a full semester of a high school course in as few as four or as many as 16 weeks on a full or part-time basis.

Now offering online SAT Prep Course

Dr. Michael R. Cunningham named Chancellor of the National University System

Announcing the Online Model United Nations Club

Dr. Jerry C. Lee Retires as Chancellor of the National University System

Introductory Video [more](#)



Introductory Video
View a 30 second video to learn more about the online and on-campus high school curriculum offerings.

[Watch the Introductory Video](#)

APPENDIX I - ENROLLMENT

Crafton Leaders Collegiate Academy (Grades 9-12) REGISTRATION FORM					
(Gray area for school use only)					
School entry date	School Site	Independent Study or Site-Based	Grade entering	Sibling Status verified _____	Residency verified _____
FILL OUT FORM COMPLETELY Please print legibly					
STUDENT INFORMATION					
(Legal Name) Last		First		Middle	Incoming grade
Resident Address Street		City	Zip Code	Home Phone	Cell Phone
Mailing Address (if Different)		City	Zip		
Date Of Birth / /	Place Of Birth (Country/City/State)	Soc. Sec. No. (Student)	US Citizenship? Yes No	Citizenship Country other than US	
ETHNIC IDENTITY					
Ethnicity: Is this student Hispanic or Latino? <input type="checkbox"/> Yes, Hispanic or Latino <input type="checkbox"/> No, Not Hispanic or Latino ✓ Check the one group that the pupil most closely identifies:					
<input type="checkbox"/> White 700 (not of Hispanic origin) <input type="checkbox"/> American Indian or Alaskan Native 100 <input type="checkbox"/> Hispanic or Latino 500 <input type="checkbox"/> African American not Hispanic 600 <input type="checkbox"/> Filipino 400		<input type="checkbox"/> Pacific Islander <input type="checkbox"/> Hawaiian 301 <input type="checkbox"/> Guamanian 302 <input type="checkbox"/> Samoan 303 <input type="checkbox"/> Tahitian 304		<input type="checkbox"/> Other Pacific Islander 399 <input type="checkbox"/> A SIAN (Far East/Southeast Asia) <input type="checkbox"/> Chinese 201 <input type="checkbox"/> Japanese 202 <input type="checkbox"/> Korean 203 <input type="checkbox"/> Vietnamese 204 <input type="checkbox"/> Asian Indian 205 <input type="checkbox"/> Laotian 206 <input type="checkbox"/> Cambodian 207 <input type="checkbox"/> Other Asian 299	
✓ Check all other groups with which the pupil identifies:					
<input type="checkbox"/> White 700 (not of Hispanic origin) <input type="checkbox"/> American Indian or Alaskan Native 100 <input type="checkbox"/> Hispanic or Latino 500 <input type="checkbox"/> African American not Hispanic 600 <input type="checkbox"/> Filipino 400		<input type="checkbox"/> Pacific Islander <input type="checkbox"/> Hawaiian 301 <input type="checkbox"/> Guamanian 302 <input type="checkbox"/> Samoan 303 <input type="checkbox"/> Tahitian 304		<input type="checkbox"/> Other Pacific Islander 399 <input type="checkbox"/> A SIAN (Far East/Southeast Asia) <input type="checkbox"/> Chinese 201 <input type="checkbox"/> Japanese 202 <input type="checkbox"/> Korean 203 <input type="checkbox"/> Vietnamese 204 <input type="checkbox"/> Asian Indian 205 <input type="checkbox"/> Laotian 206 <input type="checkbox"/> Cambodian 207 <input type="checkbox"/> Other Asian 299	
Has Your Child Ever Been In Any Special Programs? (circle all that apply) Yes No Received Services In The Following Programs:					
SST	IEP	Resource	Special Day Class	Adaptive PE	504 Plan
					Speech
					ELL/ESL
					Gate
					Reading Assistance
					Tutor
School Last Attended		Date Left		Has your child ever been retained? Yes No If yes, please indicate what grade your child was retained. _____ Is your child presently under expulsion from any school? Yes No --If yes list the school and district _____	
School Address City, State Zip (Street, P.O. Box) / phone number					
HOME LANGUAGE SURVEY					
The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested. Please answer the following questions. Thank you for your help.					
1. Which language did your son or daughter learn when he or she first began to talk? _____					
2. What language does your son or daughter most frequently use at home? _____					
3. What language do you most frequently use to speak to your son or daughter? _____					
4. Name the language most often spoken by the adults at home? _____					
5. Date son or daughter first entered school in the United States: ____/____/____ What Grade? _____					
In what grade did your pupil enroll at this school? _____ In what grade did your student enroll in the Yucaipa-Calimesa District? _____					
PARENT/GUARDIAN INFORMATION					
Student Resides With: (Check One)					
<input type="checkbox"/> Both Parents <input type="checkbox"/> Relative		<input type="checkbox"/> Father Only <input type="checkbox"/> Mother Only		<input type="checkbox"/> Legal Guardian <input type="checkbox"/> Foster Parent	
				<input type="checkbox"/> Father/Stepmother <input type="checkbox"/> Mother/Stepfather	
				<input type="checkbox"/> Joint Custody (Please Provide Info On Both Parents) <input type="checkbox"/> Other Please Specify _____	
Father/Guardian (Full Name)		Relationship (Other Than Parent)		Mother/Guardian (Full Name)	
Employer/Business Name		Work Phone () ()		Employer/Business Name	
Cell Phone Number () ()				Cell Phone Number () ()	
E-Mail Address				E-Mail Address	
Father's Education Level (state required) Please indicate Highest Level Of Schooling Of Parents (Circle One): 1 = College Graduate/Bachelors 2 = Some College Includes AA 3 = High School Graduate 4 = Not High School Graduate 5 = Post Graduate/Grad School 6 = Declined to state			Mother's Education Level (state required) Please indicate Highest Level Of Schooling Of Parents (Circle one): 1 = College Graduate/Bachelors 2 = Some College Includes AA 3 = High School Graduate 4 = Not High School Graduate 5 = Post Graduate/Grad School 6 = Declined to state		
By residence, which public school would your student have to attend? _____ Health issues the school should be aware of _____ Please list other children living at home with their date of birth _____ I verify all the above to be true and accurate. Parent Signature: _____ Date _____					

APPENDIX J- INDEPENDENT STUDY

CRAFTON LEADERS COLLEGIATE ACADEMY INDEPENDENT STUDY AGREEMENT

(This agreement must be renewed every trimester for long term independent students)

STUDENT NAME: _____ GRADE: _____

AGE: _____ SEX: _____ HOME PHONE: _____ ADDRESS: _____

CITY: _____ ZIP: _____

STUDY CATEGORY

- Regular Class/Independent Study Combination
 Off-Campus Independent Study

The school must provide the necessary resources needed for completion: materials and personnel (State adopted textbooks and supplementary materials and media)

TYPE OF AGREEMENT

- Long-Term
 Short-Term
 Educational Travel
 Other _____

No independent study agreement shall be valid for any period longer than one trimester.

LEARNING GOALS/OBJECTIVES

CREDIT

_____ Days of Class Work Per Agreement
_____ Days of Class Work Completed

Date Started: _____

Date Completed: _____

Assigned work must be turned in when the student returns. The required log of daily instruction must be completed, as well and signed by the parent to certify the work was attempted each day of assigned independent study.

SCHEDULED STUDENT / TEACHER MEETING

Student/ Teacher /Parent Agree to Meet in Class According to the Following Schedule:
Bi-weekly

TIME: _____ DAY: _____

EVALUATION GRADE: _____ (N.I.S.O)

- Assignment complete
 Demonstration of Skills
 Written Test
 Oral/Written Presentation
 Journal/Log/Diary
 Written Report
 Other: _____
(scrapbook/photographs/samples, etc.)

AGREEMENT: WE HAVE READ THE TERMS OF THIS AGREEMENT AND AGREE TO ALL OF THE CONDITIONS.

Signatures _____
Student/date _____ Parent/Guardian/date _____ Teacher/date _____
Director/date _____

CERTIFICATION: CREDIT: _____ Days of Class Work Completed _____ Date Recorded _____
Director's Initials _____ Teacher's Initials _____

DISTRIBUTION: one each to student's Independent Study File Folder, student's teacher and the student/parent/guardian.

NOTE: INDEPENDENT STUDY IS AN OPTIONAL EDUCATIONAL ALTERNATIVE IN WHICH NO STUDENT IS REQUIRED TO PARTICIPATE. All educational programs and activities are conducted without regard to race, color, creed, national origin, age, sex, sexual orientation in terms of non-discrimination or handicapping condition.

Revised:06/14

INLAND LEADERS CHARTER SCHOOL

BP #06-503

POLICY REGARDING INDEPENDENT STUDY (Short Term/Long Term)

Inland Leaders Charter School offers a long term and short term independent study option which supports families in their search for viable options to benefit their student's education. The ILCS board of education will continue to seek for ways to support families in this community who desire high quality alternatives to traditional site-based programs. The ILCS long term independent study program will follow the elements of the education code and remain in compliance with its regulations. Students who enroll in the long term program will be offered the opportunity to be involved in after-school electives, field trips and extra-curricular activities. Parents and students will be assigned to a teacher to guide and facilitate the curriculum on a weekly basis. Parents, students and teachers are required to conference a minimum of every 10 school days. At these meetings teachers will provide materials, lessons, assessments, and guidance for the student and parent. ILCS long term independent study students are required to engage in the same core curriculum as offered to the site-based students who the school each day. Site based students opting for independent study will be placed at the top of the wait list for the following school year if they choose to return to the site based program.

Short Term Independent Study is an option for any student who will be absent for a minimum of two to a maximum of fifteen consecutive school days. Independent Study requires approval from the Director in writing. In an extenuating circumstance (ie. serious illness or injury) the Director may approve additional Independent Study days following a conference with the parents and teacher. Independent Study is conducted solely for the educational benefit of the students attending Inland Leaders Charter School as a means to encourage daily engagement in school work even during times of extended absence. No student is required to request or participate in an Independent Study program during an extended absence. Parents are to give at least two school days notice of a request for Independent Study. In an extenuating circumstance (serious illness, injury or family emergency), with Director approval, the teacher will work with the parent to implement an Independent Study program in an expedited manner with less than two school days notice.

Inland Leaders Board Policy

Adopted: 1-28-2008

Amended: 6-29-09

INLAND LEADERS CHARTER SCHOOL

The Board has adopted the following statements in accordance with Education Code Section 51747:

(a) The Independent Study program shall allow a maximum of fifteen (15) school days for all grades from the time an assignment is made until the assignment must be completed and returned to the teacher through a face to face meeting, facsimile, mail, or other credible method of meeting and review.

(b) An evaluation will be made by a committee made up of the student's teacher and the Director as to whether it is in the student's best interest to participate in the Independent Study program at ILCS during an extended absence whenever the student is missing three (3) or more Independent Study assignments. A written record of the findings of this evaluation shall be placed in the student's permanent record and shall be maintained for a period of three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(c) A written Independent Study master agreement for each student shall be maintained on file. Each agreement shall be signed and dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The agreement shall contain all the items required by Section 51747 of the Education Code, as listed below, and shall be renewed each semester:

- The manner, time, frequency and place for submitting a student's assignments and for reporting his or her progress.
- The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- The specific resources, including materials that will be made available to the student.
- A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student's assigned work, and the number of missed assignments prior to an evaluation of whether or not the student should be allowed to continue in Independent Study.
- The duration of the Independent Study agreement, including the beginning and ending dates for the student's participation in Independent Study under the agreement. No Independent Study agreement shall be valid for any period longer than a semester.
- A statement on the number of course credits to be earned by the student upon completion.
- The inclusion of a statement that Independent Study is an optional educational alternative in which no

Inland Leaders Board Policy

Adopted: 1-28-2008

Amended: 6-29-09

INLAND LEADERS CHARTER SCHOOL

student may be required to participate.

- Each written agreement shall be signed and dated prior to the commencement of Independent Study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of Independent Study, and all other persons who have direct responsibility for providing instructional assistance to the student.

(d) Attendance Accounting:

ILCS recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the Charter School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that ILCS is in session, and asks that this "daily engagement" be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the Independent Study period. ILCS asks that a parent/guardian refrain from documenting any "daily engagement" on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

Inland Leaders Board Policy

Adopted: 1-28-2008

Amended: 6-29-09

APPENDIX K - SPECIAL EDUCATION DOCUMENTS

MOU with Eldorado SELPA (first and last pages only) full document is available by request

Distribution:

- Business Agreement File (Original)
- Contractor
- Program
- Accountant
- A/Payable - A/R

Agreement Number: **3190**

Fiscal Year: **2012-2013 Ongoing**

**STANDARD AGREEMENT
OR
MEMORANDUM OF UNDERSTANDING**

SECTION I

Agreement initiated by: EDCOE Charter SELPA

Contact Name: Mike Gordon, Executive Director

Firm Name: Inland Leaders Charter School

Phone #: 9094461100

Address: 12375 California St.

Email: mikegordonvp@yahoo.com

Yucaipa, CA 92399

	FD	RS	PY	OB	GO	FC	L1	L2	Dollar Amount
If expense agreement Charge to:									
If expense agreement Charge to:									
If expense agreement Charge to:									
If revenue agreement Income to:				Non-Financial					
If revenue agreement Income to:									\$ _____
Income Total									
Expense Total									

Please verify and check off that the following elements are incorporated in the agreement:

- A. Clear definition of services to be provided
- B. Beginning and ending dates of service (not to exceed single fiscal year, if possible)
- C. Amount of charge for agreement:
 - 1. Total amount
 - 2. Terms of payment (single or multiple payment, submission of invoice(s) and when payments are to be made -
- D. Secure Program Authorizations prior to each payment? Yes No
- E. If supplemental information from program will be submitted to Accounts Payable/Accounts Receivable prior to payment/billing, please note instructions:

Legal Review Requested? Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/>	Certificate of Insurance? Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/>	County Board Action Requested? Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/>
---	---	--

Unit Supervisor authorization to enter contract.

Signature: *Jennifer Weston* Date March 14, 2011

Please circle your designated Program Accountant.

Tricia Kowalski - Kerre Smith - Jennifer Weston - Sue Thorne

This agreement is entered into for the 2012-13 fiscal year and, absent a new agreement or termination, continues each year thereafter.

Executed on this _____ day of _____, 2012

CHARTER SCHOOL APPROVAL

Inland Leaders Charter School

Date: 6-4-2012

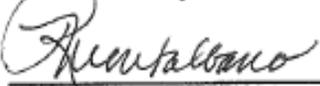

Mike Gordon, Executive Director

EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL

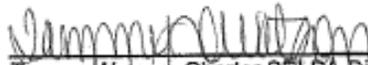
Date: _____


Vicki L. Barber, Ed.D., Superintendent
El Dorado County Office of Education

Date: _____


Robbie Montalbano, Associate Superintendent
El Dorado County Office of Education

Date: 06-04-2012


Tammy Watson, Charter SELPA Director
El Dorado County Office of Education

INLAND LEADERS CHARTER SCHOOL

BP #092809

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors of the Inland Leaders Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”). The identification, evaluation and education of students eligible for services under the IDEA is addressed under the policies and procedures of the East Valley SELPA.

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If Inland Leaders Charter School does not assess a student after a parent has requested an assessment, Inland Leaders Charter School shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such

Inland Leaders Board Policy

Adopted: 9-28-09

Amended:

INLAND LEADERS CHARTER SCHOOL

services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Inland Leaders Charter School shall periodically review the student's progress and placement.

Inland Leaders Charter School will implement this policy through its corresponding Procedure.

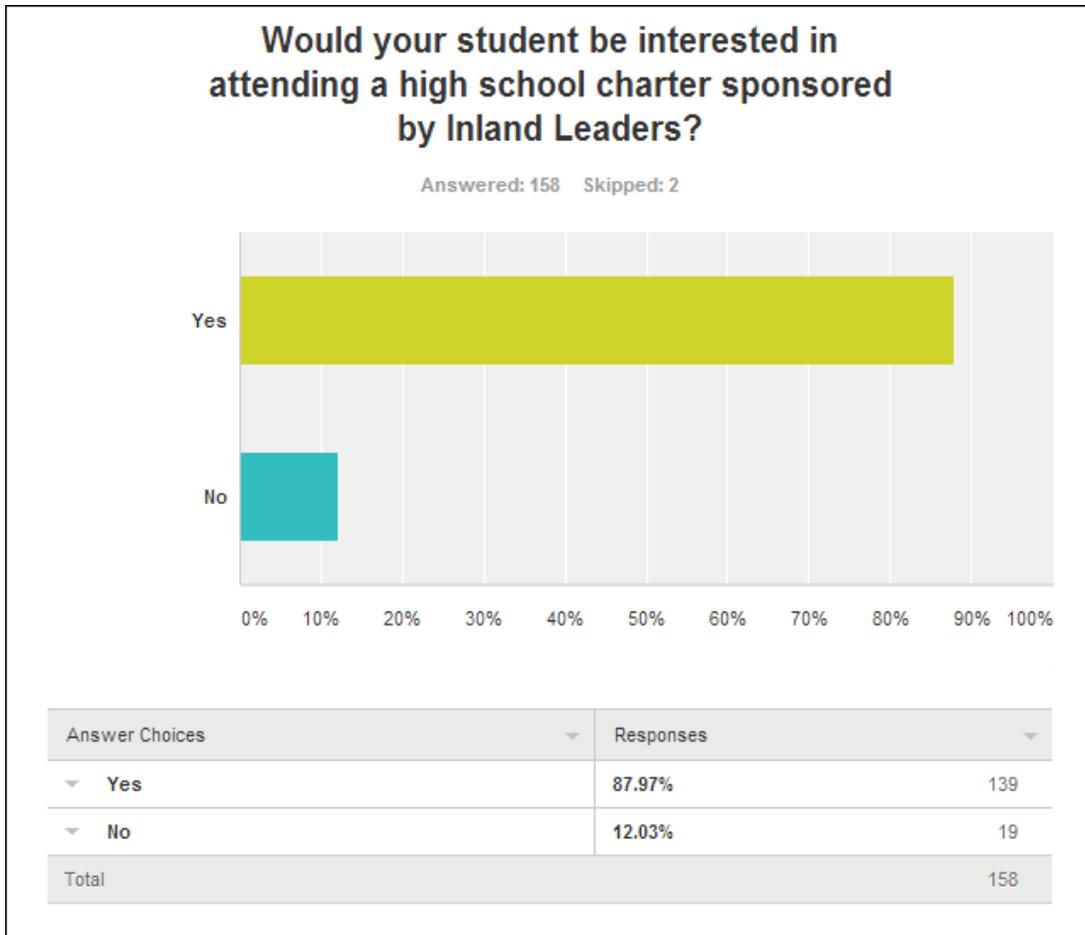
Inland Leaders Board Policy

Adopted: 9-28-09

Amended:

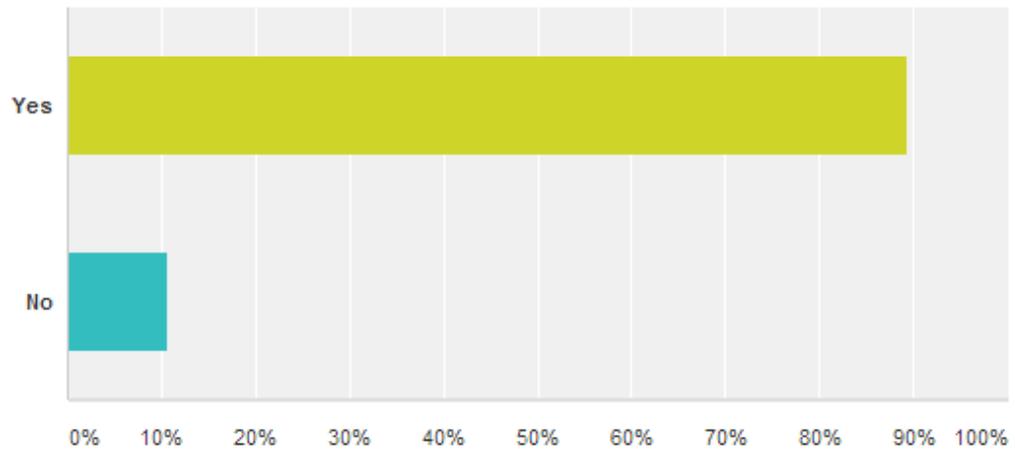
APPENDIX L - SCHOOL SURVEY DATA

Data represented below was collected through an on-line survey starting in spring 2014. Data results indicate a strong interest in the Crafton Leaders Collegiate Academy and alternatives to the current traditional high schools.



Would you be interested in your student attending a program in which students are able to attend community college courses along with their high school courses (Early College Program) on a college campus?

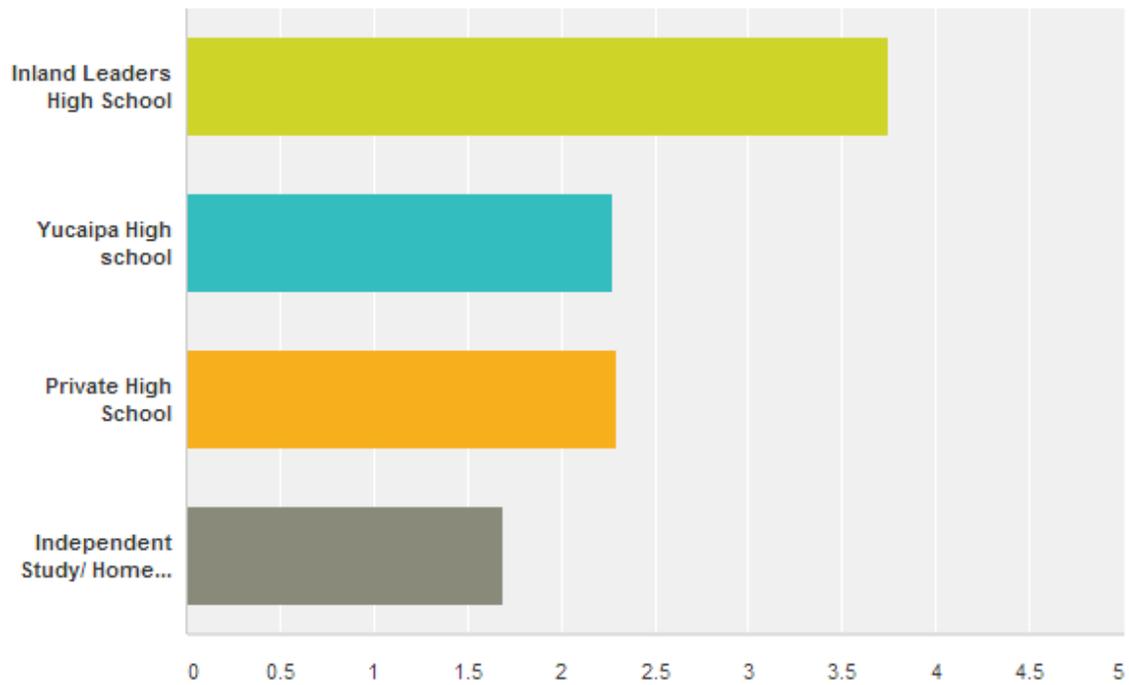
Answered: 160 Skipped: 0



Answer Choices	Responses
Yes	89.38% 143
No	10.63% 17
Total	160

Please rank the following high school options for your student with "1" being your first choice and "5" being your last choice. Note that the answers will move around on the screen in rank order when you select them.

Answered: 159 Skipped: 1



	1	2	3	4	Total	Average Ranking
Inland Leaders High School	85.44% 135	6.96% 11	4.43% 7	3.16% 5	158	3.75
Yucaipa High school	8.18% 13	40.25% 64	22.64% 36	28.93% 46	159	2.28
Private High School	6.29% 10	30.82% 49	49.69% 79	13.21% 21	159	2.30
Independent Study/ Home school	0.63% 1	22.01% 35	23.27% 37	54.09% 86	159	1.69

APPENDIX M - MIDDLE COLLEGE INFORMATION

middle college national consortium
EXPANDING COLLEGE ACCESS

Google Custom Search

About Us Our Schools Dual Enrollment Our Services Membership Our Data Resources Get Involved

College

New School Program
Since 1984 MCNC, and its predecessor organization, have opened 35 dual-enrollment schools on or near college campuses.

SIGN UP FOR NEWSLETTER

Email Address: *

 Organization:

 State:

 * required fields

Our Data
 Since the start of the Early College High School initiative, the MCNC has sought to increase both student access and success in higher education by developing small schools in which high school students have the opportunity to enroll in college
[Read More »](#)

College in High School
 College course-taking is one of the key features of an MCNC early college school, and student enrollment in college courses, successful college credit accrual and performance in the courses are all important. Data on the MCNC 12th grader classes for
[Read More »](#)

Underserved Students
 MCNC schools aim to serve students from traditionally underserved groups (ie., underrepresented racial minorities in higher education, low-income, and/or low academic achievement). Sample data on MCNC 12th graders' 8th grade test proficiency levels and their college coursework taken during high school
[Read More »](#)

Student Supports
 Student support structures and features are another key aspect of MCNC schools and an important part of ensuring successful college readiness and college course-taking. At MCNC schools, the entire school staff and teachers play an integral role in supporting students, and
[Read More »](#)

MCNC Conference Schedule

Student Leadership Initiative Conference
 April 30 – May 4, 2014 | [Register Now](#)

Summer Professional Development Institute
 June 28 – June 30, 2014 | [Register Now](#)

Summer Professional Development Institute For 13 Schools
 June 27 – June 30, 2014 | [Register Now](#)

Walk With the Dreamers

DVD now on sale!

Read our latest issue

Find us on Facebook

Middle College National Consortium
 Like 171

Middle College National Consortium
 May 20
 MCNC students spent day on Capitol lobbying Congress to increase funding dual enrollment programs
<http://bit.ly/R0wQjD>
 5 1



Reinventing High Schools for Postsecondary Success

Combining high school and college in a rigorous, supportive environment that enables struggling students to graduate with college credit and the tools for postsecondary success.



CONTACT
Michael Webb
Associate Vice
President, High School
Through College
617.728.4446 x102
mwebb@jff.org

KEY FACTS

THE CHALLENGE

OUR SOLUTION

OUR PROGRESS

Overview

Design Features

Current Work

Schools

Research

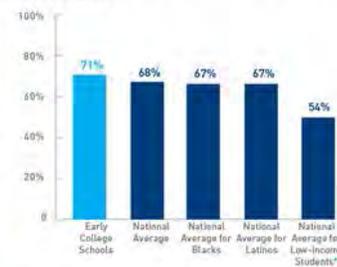
History

Services for Districts

Early College Designs enable more students, particularly low-income and minority students, to experience rigorous high school and college coursework that leads to improved outcomes. Early college students are outperforming their peers nationwide:

- 90% graduate high school vs. 78% of students nationally
- 94% earn free college credit while in high school
- 30% earn an Associate's degree or other postsecondary credential while in high school

PERCENT OF GRADUATES ENROLLING IN COLLEGE IMMEDIATELY AFTER HIGH SCHOOL



*Low-income students refers to the bottom 20 percent of all family incomes. SOURCES: Early College High School Initiative Student Information System, Jobs for the Future; National Student Clearinghouse; and U.S. Department of Commerce, Census Bureau.



Early College Expansion: Propelling Students to Postsecondary Success, At a School Near You

Over the past decade, early colleges have produced dramatic results: beating typical outcomes for the low-income youth, first-generation college goers, and students of color they were designed to serve. As described in the new report by Michael Webb, Jobs for the Future and our partners are building on the success to spread Early College Designs to 56 additional schools through local, state, federal, and corporate initiatives.

[LEARN MORE](#)



Impact Profile, Cierra Swopes: The Student Becomes the Teacher

Early college afforded Cierra Swopes valuable opportunities as an urban student. After earning an Associate's degree in high school and going on to earn a Bachelor's at a four-year university, she now teaches at the same early college that enabled her to soar.

[LEARN MORE](#)

From Hope to



**Nancy Hoffman
and Michael Webb**

In 3rd grade, William was assigned to a special education resource room, but by the end of his third year of high school he had completed College English 101 and 102 at California State University. By his fourth year of high school, he had already been accepted at the University of California, Riverside, a number of other Cal State campuses, and several private colleges. He hoped to earn a degree in communications and electrical engineering so that he could lead a team of colleagues to “design you something that is going to be revolutionary.”

This young man was not the exception in his high school of underprepared students, but a member of a cohort of students who moved steadily toward college entrance with college credits under their belts. His story is emblematic of the many successes of early college programs.

Among those concerned with high school reform, early college is emerging as an effective strategy for improving the outcomes for high school students. Early college schools are demonstrating the truth of the original premise underlying the Early College High Schools Initiative launched by several private foundations and nonprofit associations in 2002. Challenge, not remediation, coupled with substantial supports and free college courses in high school, can result in college success for students

© SHONNATVIGRETT/ISTOCK

Belief

High school students who appear to be at an academic disadvantage gain confidence—and college credits—through early college programs.

underrepresented in higher education.

Our demographic and achievement data show that early colleges are succeeding with low-income and first-generation students entering high school from weak education backgrounds. A number of the nearly 208 schools in the Early College High School Initiative are doing especially well in preparing black and Latino young men for college success, graduating them and sending them on to college with good grades, self-confidence, and the will to succeed.

We have found that during the 2008–09 school year, Latino males enrolled in early college schools accumulated an average of 17.7 college credits and earned a 2.96 grade point average (GPA) for the college-level courses they took. This compared very favorably with the overall average for all groups attending early college schools of 17.3 college credits earned and a GPA of 2.9 in their college courses. Black males collectively earned an average of 17 college credits and a 2.64 GPA in their college courses. The young black student described at the beginning of the article is a case in point.

What is going on here? Why would students considered particularly vulnerable to school failure—black and Latino males—respond so well to academic challenge?

Getting on the “Smart Track”

Early college schools put young people on what used to be called the smart kids’ track—the track in which you skip



Leaders must believe that every student will develop an identity as a college goer from day one.

grades rather than repeat them. Early college students accumulate more college credits during their high school years than most suburban students gain in advanced placement credits.

Approximately 42,000 young people in 24 states are getting a serious college-preparatory education through early

college programs. Several states are building statewide initiatives in which versions of early college make up a major pillar of their high school reform strategy. North Carolina has 71 such schools on community and four-year college campuses, with more in the pipeline. Texas, which has 42 early colleges, is extending a modified version of the model to its regular district high schools.

In the usual model, early colleges are small schools, with 100 students or fewer enrolled in each grade to ensure individualized support. Although all early college schools are designed so that students can earn both a high school diploma and up to two years of transferable college credit (or an associate’s

APPENDIX N - WASC



Accrediting Commission for Schools

533 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acs-wasc.org • www.acs-wasc.org

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Executive Director
MARILYN S. GEORGE, ED.D.
Associate Executive Director
LEE DUNCAN, ED.D.
Associate Executive Director

COMMISSION MEMBERS

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Association of California School Administrators

RICHARD BRAY
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RODNEY CHAMBERLAIN
Hawaii Association of Independent Schools

CHAD COLDEN
Western Catholic Educational Association

JOHN COLLINS
Western Catholic Educational Association

CHASE DAVENPORT
Charter Schools

WILLIAM ELLERBEE
California Department of Education

MARTIN GRIFFIN
Association of California School Administrators

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Public Member

JESUS HOLGUIN
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DAMON KERRY
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JOHN KERR
Postsecondary Education

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Association of California School Administrators

ANN MAHI
Hawaii Government Employees' Association

STEVE MALVINI
Public Member

GEORGE MARTINEZ
California Federation of Teachers

MICHAEL McCOY
Association of California School Administrators

KATHY RALSTON
California Association of Private School Organizations

LORRAINE RICHARDS
California Teachers Association

CARL TAKAMURA
Public Member, Hawaii

ROSALINE TURNELL
California Congress of Parents and Teachers, Inc. (PTA)

BERIT VON POHLE
Pacific Union Conference of Seventh-day Adventists

WILLIAM WALNER
Association of Christian Schools International

DORIS YAMASHIRO-TANAKA
Hawaii State Teachers Association

JILL ZODROW
Hawaii State Department of Education

June 28, 2012

Mr. Mike Gordon
Director
Inland Leaders Charter School
13456 Bryant Street
Yucaipa, CA 92399

Dear Mr. Gordon:

The Western Association of Schools and Colleges is pleased to announce the action taken by the Accrediting Commission for Schools granting Inland Leaders Charter School a six-year term of accreditation, expiring on June 30, 2018.

Members of the Commission studied the report of the Visiting Committee noting the stellar aspects of the school. The Commission is confident the school will continue to focus on school improvement as the critical areas for follow-up are addressed within the action plan. We are asking all schools to provide a brief written report on progress made in implementing the schoolwide action plan at the end of the third year.

Please accept our congratulations on the quality of instruction being offered in your school. A certificate of accreditation will be forwarded to you in the near future.

Very truly yours,

A handwritten signature in black ink that reads "Harlan E. Lyso".

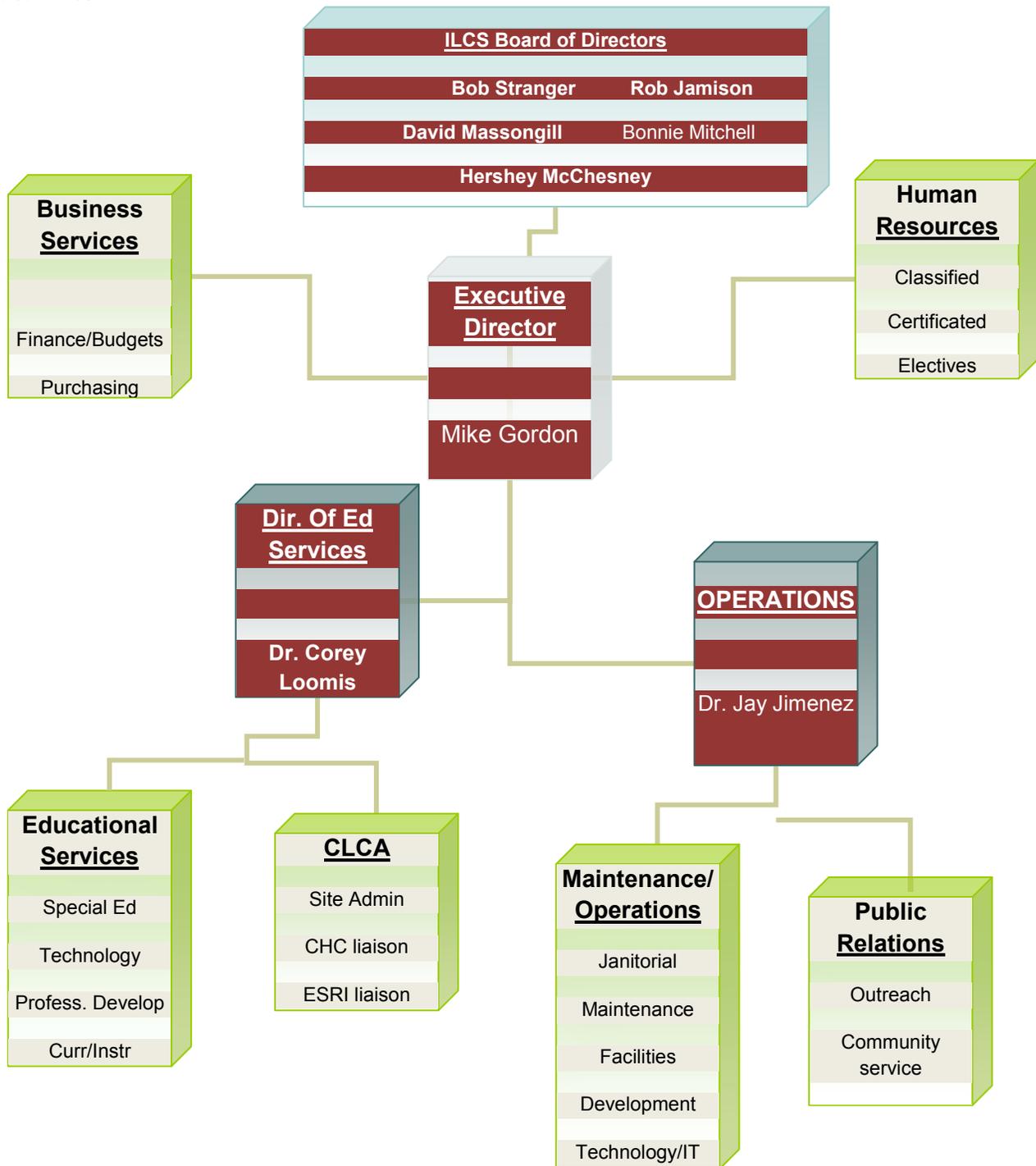
Harlan E. Lyso
Commission Chairperson

HEL:cl

cc: Superintendent
Visiting Committee Chairperson

APPENDIX O- GOVERNANCE DOCUMENTS

ORGANIZATIONAL CHART activities.



Revised BYLAWS/ Articles of Incorporation to include language for CLCA

BYLAWS
OF
Inland Leaders Charter Schools
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is Inland Leaders Charter Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 13456 Bryant Street, Yucaipa, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. **DEDICATION OF ASSETS.** The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. **CORPORATIONS WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”), which may also be known as the Executive Council (“Council”), and shall have the same meaning as the term “Board of Directors” as defined in the California Nonprofit Public Benefit Corporation Law. The Board may delegate the management of the Corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. A minimum of two parents of currently enrolled students will be members on the Board of Directors representing the K-8 and 9-12 programs. The remaining members nominated for election will be comprised of qualified community members. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the Corporation's annual meeting of the Board.

No director may serve more than five consecutive terms. After serving five consecutive terms, an individual must take one year off before running for election again.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office for four (4) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by

final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950 *et seq.*, as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of

Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

1. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
2. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
3. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;⁹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.¹⁰

Section 21. **ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. **COMPENSATION AND REIMBURSEMENT.** Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. **CREATION AND POWERS OF COMMITTEES.** The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

⁹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

¹⁰ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. COMPLIANCE WITH GOVERNMENT CODE SECTION 1090 AND GOVERNMENT CODE SECTION 87100. The Corporation, the Board of Directors, and

committees of the Board shall comply with California Government Code Section 1090 *et seq.* (“Government Code Section 1090”), and the Political Reform Act of 1974, Government Code Section 87100 *et seq.*, as said chapter may be modified by subsequent legislation. All actions of the Board must also be in compliance with the Corporation’s Conflict of Interest Code.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board’s direction, may also have a Chairman of the Board and a Vice-Chairman, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board may appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors’ meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and

shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. **PRESIDENT.** The President, also known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 10. **VICE-PRESIDENTS.** If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such others powers and perform such others duties as the Board of Directors or the bylaws may require.

Section 11. **SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer, also known as the Treasurer, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set

forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
4. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter(s) that created the charter school(s) operated by the Corporation or make any provisions of these Bylaws inconsistent with those charters, the Corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the _____ Charter School, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

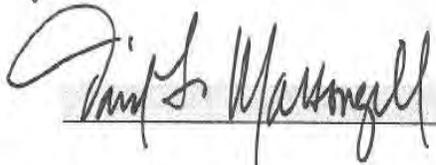
Executed on _____ at _____, California.

_____, Secretary

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the ^{Inland}~~Leaders~~ Charter School, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on 6-23, 2014; and that these bylaws have not been amended or modified since that date.

Executed on June 23, 2014 at Yucaipa, California.



DAVID F. MASSONGILL, Secretary

State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

DEC 06 2006

A handwritten signature in cursive script, appearing to read "Bruce McPherson".

BRUCE McPHERSON
Secretary of State

2936341

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

OCT 25 2006

**ARTICLES OF INCORPORATION
OF****Inland Leaders Charter School (ILCS)
A CALIFORNIA PUBLIC BENEFIT CORPORATION****I.**

The name of the Corporation is Inland Leaders Charter School.

II.

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this corporation is organized are to manage, operate, guide, direct and promote Inland Leaders Charter School.

(a) This corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:

Michael D. Gordon
11026 Estacia Ln.
Yucaipa, CA 92399

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition

to any candidate for public office.

Subject to the provisions of the nonprofit benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles of bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting, and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 10-20-06

Michael J. Jank
Incorporator



**Certificate of Amendment
of Articles of Incorporation**

The undersigned certify that:

1. They are the president and secretary, respectively, of Inland Leaders Charter School, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of the Corporation is Inland Leaders Charter Schools.

3. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

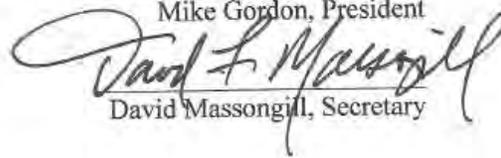
4. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
5. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 6/5/14



Mike Gordon, President



David Massongill, Secretary

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: NOV 25 2008

INLAND LEADERS CHARTER SCHOOL
13456 BRYANT ST
YUCAIPA, CA 92399

Employer Identification Number:
20-8343378
DLN:
608233024
Contact Person:
JOYCE DARBY ID# 95011
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
October 2, 2006
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

INLAND LEADERS CHARTER SCHOOL

Sincerely,

A handwritten signature in black ink that reads "Robert Choi". The signature is written in a cursive style with a large, prominent initial "R".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC



STATE OF CALIFORNIA
FRANCHISE TAX BOARD
PO BOX 1286
RANCHO CORDOVA CA 95741-1286

In reply refer to
755:AFF:ARJ

January 27, 2009

INLAND LEADERS CHARTER SCHOOL
M GORDON
13456 BRYANT ST
YUCAIPA CA 92399-5441

Purpose : SCHOOL
Code Section : 23701d
Form of Organization : Corporation
Accounting Period Ending: December 31
Organization Number : 2936341

EXEMPT ACKNOWLEDGEMENT LETTER

This letter acknowledges that the Franchise Tax Board (FTB) has received your federal determination letter that shows exemption under Internal Revenue Code (IRC) Section 501(c)(3). Under California law, Revenue and Taxation Code (R&TC) Section 23701d(c)(1) provides that an organization is exempt from taxes imposed under Part 11 upon submission of the federal determination letter approving the organization's tax-exempt status pursuant to Section 501(c)(3) of the IRC.

The effective date of your organization's California tax-exempt status is 10/02/2006.

R&TC Section 23701d(c)(1) further provides that the effective date of an organization's California tax-exempt status is the same date as the federal tax-exempt status under IRC Section 501(c)(3).

Under R&TC Section 23701d(c), any change to your organization's operation, character, or purpose that has occurred since the federal exemption was originally granted must be reported immediately to this office. Additionally, organizations are required to be organized and operating for

January 27, 2009
INLAND LEADERS CHARTER SCHOOL
ENTITY ID : 2936341
Page 2

nonprofit purposes to retain California tax-exempt status.

For filing requirements, see FTB Pub. 1068, Exempt Organizations - Requirements for Filing Returns and Paying Filing Fees. Go to our website at ftb.ca.gov and search for 1068.

Note: This exemption is for state franchise or income tax purposes only. For information regarding sales tax exemption, contact the State Board of Equalization at 800.400.7115, or go to their website at boe.ca.gov.

A JENKINS
EXEMPT ORGANIZATIONS
BUSINESS ENTITIES SECTION
TELEPHONE (916) 845-4171
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RTF:

INLAND LEADERS CHARTER SCHOOL

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100 *et seq.*, Inland Leaders Charter School hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Inland Leaders Charter School (“Charter School”), as specifically required by California Government Code Section 87300. As the Charter School has agreed in its charter to comply with Government Code Section 1090, in addition to the Political Reform Act, this Code also conforms with the requirements of Government Code Section 1090.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, corporate officers, and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, corporate officers, and candidates for election and/or appointment to the governing board, shall file a Form 700 Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property, or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be materially affected by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Collected by the Charter School. All Statements shall be supplied by the Charter School. All completed and signed Statements shall be returned to the Charter School’s filing

officer. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the San Bernardino County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Where a Governing Board member has a personal, material, financial interest in a contract, the Board must either: (1) not enter into the contract; or (2) prior to the Board's discussion of and/or taking any action on the contract at issue, the interested Board member must resign from the Governing Board. The resignation shall be made part of the Board's official record. Abstention and disclosure by the interested director will not rescue a vote on the contract.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. Executive Director of Charter School
 - E. Consultants¹³

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Purchasing Manager
 - B. Assistant Business Officer

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Information Systems Technician
 - B. Contractor

¹³ The Charter School Executive Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Executive Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous 2-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include the interests described in Category 1.

Board Policy #08-02

CORPORAL PUNISHMENT

It is the intent of Inland Leaders Charter School to abide by the laws of California which ban the use of corporal punishment in schools. Please read the Education Codes below to be familiar with the law. Any staff member found in violation of the policy will be disciplined up to release from their position at CLCA.

CALIFORNIA CODES

EDUCATION CODE

SECTION 49000-49001

49000. The Legislature finds and declares that the protection against **corporal punishment**, which extends to other citizens in other walks of life, should include children while they are under the control of the public schools. Children of school age are at the most vulnerable and impressionable period of their lives and it is wholly reasonable that the safeguards to the integrity and sanctity of their bodies should be, at this tender age, at least equal to that afforded to other citizens.

49001. (a) For the purposes of this section "**corporal punishment**" means the willful infliction of, or willfully causing the infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be **corporal punishment** within the meaning and intent of this section. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be **corporal punishment** within the meaning and intent of this section.

(b) No person employed by or engaged in a public school shall inflict, or cause to be inflicted **corporal punishment** upon a pupil. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing the infliction of **corporal punishment** upon a pupil attending a public school is void and unenforceable.

INLAND LEADERSHIP CHARTER SCHOOL
POLICY ON
SEXUAL HARASSMENT

Statement against Sexual Harassment

- **No toleration policy** - Sexual harassment of or by any faculty, staff, or student is illegal and will not be tolerated. The Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth, or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation.
- **To whom the policy applies** - This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, and students.
- **Discipline** - The Governing Board considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion, or other appropriate sanction.
- **Prompt and Thorough Investigation** - All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.
- **Confidentiality** - Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment.
- **No Retaliation** - Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has a purpose or effect of unreasonably interfering an individual's work or educational performance, or creating an intimidating, hostile, or offensive working or educational environment.

- Sexual harassment in California also includes:
 - Verbal harassment, such as epithets, derogatory comments, or slurs;
 - Physical harassment such as assault or physical interference with movement or work; and
 - Visual harassment, such as derogatory cartoons, drawings, or posters.
 - Unwelcome sexual advances of an employer toward an employee or student of the same sex and harassment on the basis of pregnancy disability are unlawful sexual harassment. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as “heterosexuality, homosexuality, and bisexuality.”
- Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:
 - Vulgar remarks;
 - Sexually derogatory comments regarding a person’s appearance;
 - Physical touching, pinching, patting, or blocking free movement;
 - Sexual propositions or advances (with or without threats to a person’s job or promotion if that person does not submit);
 - Sexually suggestive or degrading posters, cartoons, pictures or drawings;
 - Offensive sexual jokes, slurs, insults, innuendos, or comments; or
 - Physical assault.

Notification

- A copy of the Policy Information Sheet shall be provided to all School students and employees at the beginning of the first semester of each school year with the disbursement of the first paycheck, noting whether any amendments have been made.
- A copy of the Policy Information Sheet and Board Sexual Harassment Policy number will be provided as part of new student orientation and at the beginning of each new school term.
- New employees to the School will receive a copy of the Information Sheet and Board Sexual Harassment Policy number upon acceptance of employment.
- The Board Sexual Harassment Policy will be displayed in a prominent location at the School.

- A copy of the Board Sexual Harassment Policy number shall appear in any publication of the School that sets forth the comprehensive rules, regulations, procedures and standards of conduct from the School.

Employees or students who have questions concerning this Board Policy number are encouraged to contact the Director.

Complaint Procedure

Complaint Filing Procedure

- **Informal Resolution** - The Board encourages communication among its employees and students. If you feel that you are being harassed by another student, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, follow the complaint filing procedure.
- **Written Complaint** – Complaints should be submitted within one (1) year of the alleged incident to ensure a prompt, thorough investigation.
- Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer, or agent of the School should promptly report in writing, using the attached form, incident(s) to the his or her supervisor and / or the Director.
- A complaint form is attached to this Policy. It is important to fill in as much information as accurately as possible. A copy of this form can be obtained from the Director.
- The Director, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Director, or designee, is the subject of the investigation, in which case the Governing Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the “Investigator.” If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation.

Investigation

Investigation Policies

- Complaints will be treated seriously and investigated immediately.
- Complaints will be handled confidentially.
- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy.

- All interviews of the accused, witnesses and the complainant shall be conducted in a private area.
- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.
- No complainant, witness, or party who assists in the investigation will be retaliated against.
- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

Investigation Procedure

The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The accused shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.
- The Investigator shall fully and effectively conduct an investigation that includes interviewing:
 - 1) The complainant;
 - 2) The accused;
 - 3) Any witnesses to the conduct; and
 - 4) Any other person who may be mentioned during the course of the investigation as possibly having relevant information.
- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board's policy and regulation and applicable law.
- The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.

- The final determination of the Investigator’s investigation shall result in a report which shall contain, at the minimum:
 - 1) a statement of the allegations and issues;
 - 2) the positions of the parties;
 - 3) a summary of the evidence received from the parties and the witnesses;
 - 4) any response the accused wishes to add to the report; and
 - 5) all findings of fact.
- The final determination report shall state a conclusion that the Investigation Team:
 - 1) Found reasonable cause that the accused violated the sexual harassment policy; or
 - 2) Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.
- The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.
- Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:
 - 1) individual remedies available to the complainant; and
 - 2) all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective
- Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating
 - 1) the results of any disciplinary actions and the initiation of any appeals; and
 - 2) all further individual remedies available to the complainant.
- If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause - There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/regulations applying to the disclosure of information from School records.

Written Appeal

A written appeal must be directed to the appropriate administrator, as designated by the Principal, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal - The appeal may be based only on one of the following grounds:

- 1) There is newly discovered important evidence not known at the time of the report;
- 2) Bias on the part of an Investigator member; or
- 3) The Investigator failed to follow appropriate procedures.

Decision

The Principal his or her designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Principal shall be consulted before a decision is made on requests for extensions involving faculty and staff.

Adopted: May 2007

APPENDIX P - STAFF DEVELOPMENT INFORMATION

Staff Development Plan

	Year 2015–2016	Year 2016–2017	Year 2017–2018
Summer	<p>(Start Up Summer)</p> <p>21st Century classrooms</p> <p>Common Core framework</p> <p>NWEA</p>	<p>NGSS (Science teachers)</p> <p>C3 Soc. Studies framework</p>	<p>Effective use of PD 360</p>
Fall	<p>ELL strategies (half day)</p> <p>Leadership for all</p> <p>Illuminate data systems</p>	<p>Writing across the curriculum</p>	<p>Intervention strategies in classrooms</p>
Winter	<p>SPED training</p> <p>Mastery Learning</p> <p>On-line Learning solutions</p>	<p>Integrated Leadership</p> <p>Innovation-Know vs. Do</p>	<p>Rigor and relevance</p>
Spring	<p>Charter conference</p> <p>Authentic Assessment</p> <p>“1st generation” strategies</p>	<p>Charter conference</p>	<p>Charter conference</p>

APPENDIX Q - HEALTH AND SAFETY POLICIES

Fingerprinting and Background Checks

It is the policy of The Inland Leaders to require fingerprinting and background checks for its employees as required by law prior to employment at the School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The School shall also fingerprint and background check each campus volunteer, prior to volunteering at the School. A campus volunteer is defined as an individual working under the direction of a paid School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer on campus.

Additionally, the School may on a case-by-case basis require an entity providing school site services other than those listed above to require the entity's employees to comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

Tuberculin Examinations

1. No person shall be employed by or volunteer at the School unless they have submitted proof of an examination within the last two (2) years that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees/volunteers shall be required to undergo this examination at least once every 2 years.
4. After such examination each employee shall file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the School will make arrangements with the designated physician for the

examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.

6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

Safe Facilities

The Inland Leaders will be housed in a facility that has received County/City Fire Marshall approval and has been evaluated by a qualified structural engineer, who has determined that the facilities present no substantial seismic hazard. The School will not take possession of any facility from any school district that does not have all appropriate inspections and a valid Certificate of Occupancy. The procedures will include provisions for periodic inspection and testing of the structure(s) and associated life safety systems.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Emergency Plans

Disaster Plan

Inland Leaders shall (1) develop and adopt a plan to ensure the School's preparation to meet disasters, a plan based on the Standardized Emergency Management System (SEMS) which conforms with the emergency and disaster plans of the local civil defense agency; and (2) provide for all members of the certificated and classified staff of the School and all pupils enrolled in the school the instruction they need to be fully informed regarding all phases of the plan and the responsibilities they are to assume should either a man-made or natural disaster occur in the School or in the area in which the School is located. SEMS (State Emergency Management System) is a system developed to help all state, government, hospitals, school districts, fire departments, police departments and businesses to organize their personnel in such a way that is common among all and to streamline the response system.

Immunizations/Physical Exams

Applicability

This policy applies to all applicants to the Inland Leaders and the administration of the School in charge of admissions.

Immunizations

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of 7 years.
- d) Pertussis (whooping cough), except for children who have reached the age of 7 years.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox) (persons already admitted into California public or private schools at the kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry). School verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed. Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork

Communicable, Contagious, or Infectious Disease Prevention Policy

The School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids. The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

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

Administration of Medications

The Inland Leaders staff is responsible for the administration of medication to students attending school during regular school hours.

It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

The School, upon request from the parent/guardian and verification from a physician, will endeavor to provide for the administration of prescribed medication to allow the student to attend school, if the student is unable to take the medication without assistance or supervision.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical profession. Only medications with a doctor's order will be administered to students.
- Medication shall be administered only during school hours if determined to be absolutely necessary on an ongoing basis.
- The parent/guardian shall sign a release/consent form, which is to be kept on file at the school.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the school nurse or by designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e., allergies, asthma, diabetes).

Drug-Free Workplace

CLCA is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, CLCA has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

Post-offer, pre-employment drug/alcohol testing;

Referral to local authorities;

Referral to employee assistance program;

Full investigation of accident causes, which includes drug and alcohol testing;

“For cause” drug testing (reasonable suspicion testing);

Search of School property;

Search of employee property, including employee handbags and vehicles, brought onto School property.

Refusal to submit to a “for cause” drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

CLCA is a smoke-free environment and will maintain this status at any location on the campus site.

First Aid, CPR, and Health Screening

The Inland Leaders recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Director, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing, and scoliosis as required by law for all public schools.

Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information. The Director, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students. Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamination by the designee provides clearance.

Exposure Control Plan for Blood-Borne Pathogens

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

The Board shall determine which employees have occupational exposure to blood-borne pathogens and other potentially infectious materials. In accordance with the School’s “Exposure Control Plan,” employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the Hepatitis B vaccination. The Director, or designee, may exempt designated first-aid providers from pre-exposure Hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the School’s exposure determination may petition to be included in the School’s employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Director, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Director, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Food Policy

It is a priority of CLCA to maintain a healthy and safe environment for students. Therefore, due to the growing number of food allergies, CLCA will maintain a policy which requires all food items to be eaten by students to be store-bought or district prepared items with the ingredients listed. School administration may approve home-cooked food items on a case by case basis and will require an ingredients list in order to inform parents and students of the contents prior to ingestion.

ACCIDENTS

Although the Charter School makes every reasonable effort to prevent student accidents and

injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents.

Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. Charter School staff shall appropriately report and document student accidents.

Inland Leaders Charter Schools CLCA/ILCS Health/Safety Plans and Policies

EMERGENCY PREPAREDNESS & CRISIS RESPONSE PLAN

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Purpose of the Plan

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (see below). To comply with these requirements, Inland Leaders has adopted the Standardized Emergency Management System (SEMS) developed by the State of California as the template for responding to emergencies. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies. Its primary objectives are: to save lives and minimize injuries, to provide fast and effective responses to emergency situations, and to ensure the efficient and safe evacuation of the school building if necessary.

Regulatory Authority

The Katz Act [*California Education Code*, §35295-35297] requires that schools plan for earthquakes and other emergencies. It also requires that training in earthquake preparedness procedures should be for both certificated and classified staff.

The Petris Bill [*California Government Code*, §8607] requires that school districts utilize the SEMS when responding to emergencies. The principles of SEMS must be incorporated into safety plans, the Incident Command System must be used at school sites to respond to emergencies, all school personnel must be trained in how the system works, and schools must have drills and exercises in order to practice using the systems.

California Government Code, §3100 declares that all public employees are disaster workers subject to such response activities as may be assigned to them by their superiors. Due to these legal responsibilities, all school personnel may be called upon in the event of an emergency, even if the employee is at home or elsewhere. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency.

Plan Organization

This plan identifies the school's emergency response teams and defines the roles and responsibilities of team members. The plan also provides emergency response procedures for seventeen types of emergencies that may be encountered in a school setting. These are: aircraft crash, aircraft landing, animal disturbance, armed assault on campus, biological or chemical release, bomb threat/threat of violence, bus disaster, disorderly conduct, earthquake, explosion/risk of explosion, fire in surrounding area, fire on school grounds, flooding, loss or failure of utilities, motor vehicle crash, psychological trauma, suspected contamination of food or water, and unlawful demonstration/walkout.

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must

constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school director. The director is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

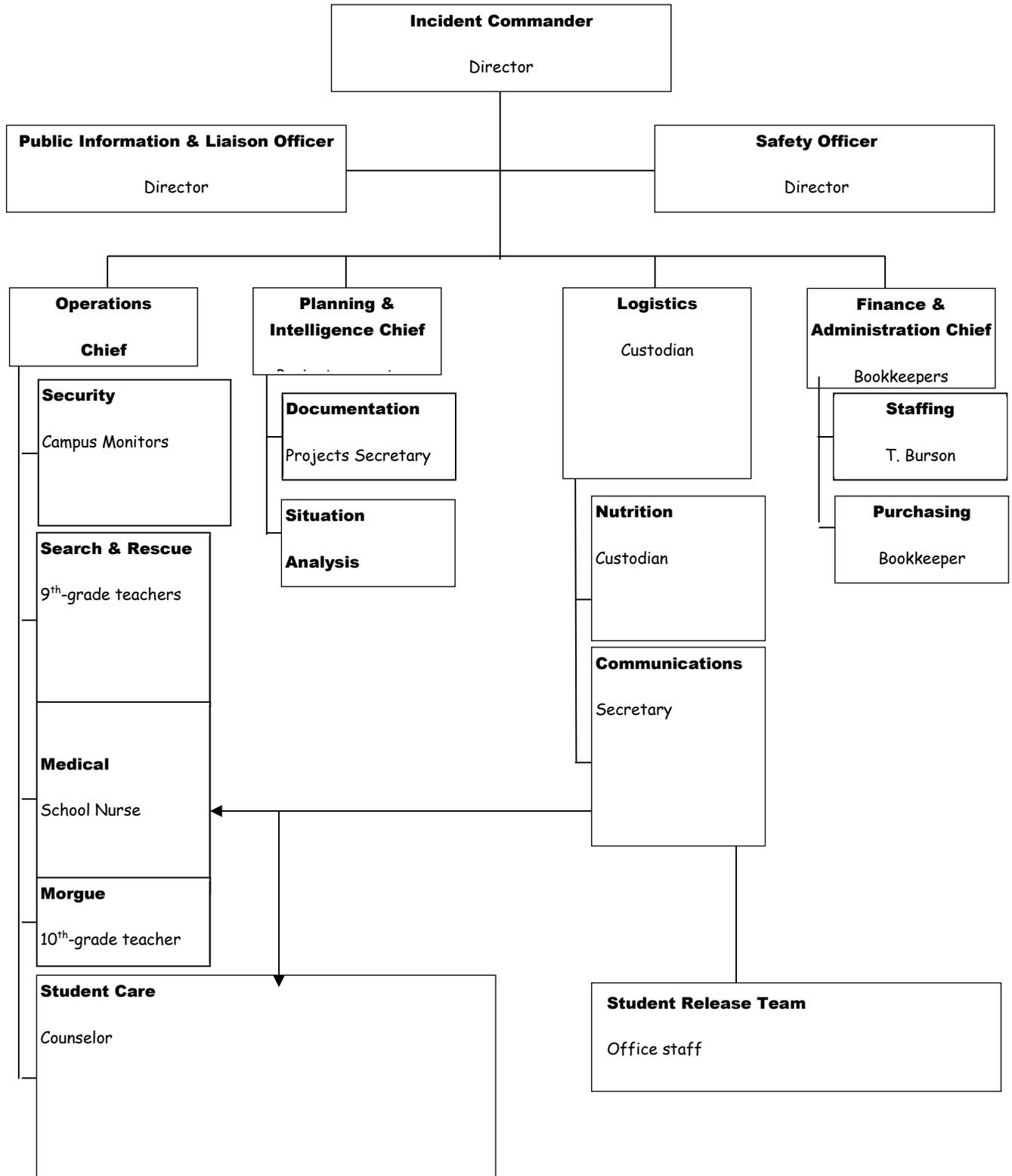
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students. The Operations Chief supervises five teams: Medical, Morgue, Security, Student Care, Student Release, and Search & Rescue.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders. These activities are performed by the Utilities & Supplies, Nutrition, and the Communications team, which all report directly to the Logistics Chief.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.



Evacuation and Crisis Set-Up Map

Incident Commander

INCIDENT COMMANDER: Director

BACK-UP: Lead Teacher

ASSEMBLY LOCATION: Command Post (between CE building & office)

START-UP ACTIONS

1. Determine if a crisis or emergency exists.
2. Identify the type of incident that is occurring.
3. Determine whether an evacuation or lockdown procedure needs to be implemented.
4. If there is imminent danger, call 911.
5. Contact the Sheriff's Dept. to describe the situation. Establish contact with the district-level incident commander and determine if district "Crisis Response Team" is needed.
6. Set up the command post and obtain your supplies.
7. Implement emergency plan and activate functions.

ONGOING OPERATIONAL DUTIES

8. Continue to monitor and assess the total school situation.
9. Check with team chiefs for periodic updates, for search and rescue progress, and any damage assessment information.
10. Reassign personnel and modify actions as needed.
11. Authorize the release of students when and if appropriate.
12. Authorize the release of information via the public information officer.
13. Plan and take regular breaks for yourself, your staff, and any volunteers.
14. As needed, report to the district on the status of students, staff, and the campus.
15. Remain on duty until released by the superintendent.

CLOSING DOWN DUTIES

16. Authorize the deactivation of teams when they are no longer needed.
17. Ensure the return of all equipment and reusable supplies.
18. Ensure that any and all relevant documentation is complete.

SUPPLIES

- copy of emergency preparedness plan
- campus map
- master keys
- staff & student rosters
- handheld radio
- bullhorn
- battery-operated AM/FM portable radio
- clipboard, pens, paper
- position identifier

Public Information & Liaison Officer

PUBLIC INFORMATION & LIAISON OFFICER: Director

BACK-UP: Lead Teacher

ASSEMBLY LOCATION: Student Release Center

START-UP ACTIONS

1. Obtain your supplies and report to the student release center.
2. Advise parents, community members, and any media that the site is handling the emergency and that the incident commander will release information through you shortly.
3. Determine a possible “news center” site as a media reception area (located away from the command post and students) and get approval from the incident commander.
4. Obtain a statement from the incident commander.
5. When authorized by the incident commander, release the statement. If there are questions, be complete and truthful. Always consider confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase, “no comment.”

SUPPLIES

- position instructions
- campus map
- bullhorn
- clipboard, pens, paper
- position identifier

ONGOING OPERATIONAL DUTIES

6. Continue to monitor and assess the total school situation by getting updates from the command post. The incident commander must approve any additional statements about the emergency, but you may make calming, reassuring comments to the public.
7. Brief any public agency representatives on the current situation, the school’s priorities, and its emergency action plan. Keep the incident commander informed of any actions that these public agencies may conduct. Provide periodic update briefings to agency representatives as necessary.
8. Remind staff and volunteers to refer all questions from the public to you.
9. Keep a log of any media contacts you make and the information you shared.
10. Monitor new broadcasts about the crisis and correct any misinformation that you hear.
11. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

12. Return any relevant documentation, your equipment, and any reusable supplies.

Safety Officer

SAFETY OFFICER: Director

BACK-UP: Lead Teacher

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

1. Obtain your supplies and report to the command post.
2. Ensure that all emergency responders are issued the appropriate safety equipment.

ONGOING OPERATIONAL DUTIES

3. Monitor the safety situation during the emergency, being sure to stop or modify any unsafe activities.
4. Anticipate situation changes, such as severe aftershocks, so that you can plan for possible problems before they occur.
5. Keep the incident commander advised of any problems areas that require a solution.
6. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

7. Return your equipment and any reusable supplies.

SUPPLIES

- position instructions
- campus map
- clipboard, pens, paper
- position identifier

Operations Chief

OPERATIONS CHIEF: Director

BACK-UP: Lead Teacher

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

1. Obtain your supplies and report to the command post.
2. Report to the incident commander and wait for authorization to begin emergency procedures.
3. Check that there is a team leader for each of your six teams and assign alternates if necessary.

ONGOING OPERATIONAL DUTIES

4. Instruct team leaders to begin their operational duties.
5. Coordinate and assist with the operation of the six teams.
 - Be sure that Search & Rescue begins their search procedures.
 - Ensure that the Security team secures the school perimeter.
 - Check that the Medical and Morgue teams are operational.
 - Be sure that Student Care is attending to student needs, such as restroom use.
 - Check that the Student Release center is being set-up.
6. Move from team to team to get an update on each team's situation. Keep the incident commander advised of any problems areas that require a solution.
7. Notify the coroner of any deaths. If the coroner cannot be reached or if the coroner is unable to pick up the body soon, instruct the medical team leader to have the morgue team relocate the body to the morgue.
8. If authorized by the incident commander, coordinate the evacuation of the campus.
9. Schedule breaks for yourself and your operations staff as needed.
10. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

11. Return your equipment and any reusable supplies.

SUPPLIES

- copy of emergency preparedness plan
- campus map
- clipboard, pens, paper
- position identifier
- handheld radio

Security Team

SECURITY TEAM LEADER: Sixth-grade teacher(s)

TEAM MEMBERS: Campus Monitors

ASSEMBLY LOCATIONS: Command Post

START-UP ACTIONS

1. Obtain your supplies and report to your assembly location.
2. When you are in position, report this to the operations chief using your handheld radio.
3. Lock all external gates; unlocking gates when appropriate.

ONGOING OPERATIONAL DUTIES

4. Keep outsiders off the school grounds, except for outside emergency response agencies. Route outside emergency responders to the area(s) of need.
5. Direct individuals to the student release center if they wish to pick-up a student and/or if they wish to speak to the public information officer.
6. Keep students and unauthorized staff out of buildings.
7. Keep the situation calm and orderly at the student release center as parents and guardians come to pick-up their children.
8. If authorized by the operations chief, assist with the evacuation of the campus.
9. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

10. Return your equipment and any reusable supplies.

SUPPLIES

- position instructions
- campus map
- position identifier
- handheld radio
- gate keys

Search & Rescue Team

SEARCH & RESUCE TEAM LEADER: Ninth-grade lead teacher

TEAM MEMBERS: Ninth-grade teachers

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

1. Report to your assembly location and obtain your supplies.
2. Team leader assigns search teams of two or three.
3. Team leader gets an update from the incident commander and then informs team of damage, dangers, and area(s) to search.

ONGOING OPERATIONAL DUTIES

4. Search assigned area, reporting gas leaks, fires, or structural damage to the operations chief via radio. Extinguish fires as appropriate and/or if possible. Before entering any buildings, inspect the exterior to ensure that it's safe to enter. Mark off severely damaged buildings with caution tape and do not enter until authorized by the operations chief to do so.
5. When searching rooms in a building, be sure to check under desks and tables. Listen carefully for muffled sounds. When a room has been cleared, mark an "x" on the door with a grease pencil. Report by radio to the operations chief that the room is "clear."
6. Report the condition and location of any injured individuals to the medical team leader. Do not transmit the names of the injured when describing an injury. The medical team leader will decide whether to bring the injured person to the medical area or to await assistance from a medical team. Administer first aid if necessary.
7. Mark the location of any deceased individuals on your campus map. Give this information to the morgue team after searching your area.
8. Inform the team leader after searching your area and await further instructions
9. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

10. Return your equipment to the toolkit bunker.

SUPPLIES

- position instructions
- hard hat
- work gloves
- master keys
- campus map
- position identifier
- handheld radios (2)
- fire extinguisher
- blanket
- bolt cutters
- shovel

Medical Team

MEDICAL TEAM LEADER: School Nurse

Backup: Office secretary

ASSEMBLY LOCATION: TBD

START-UP ACTIONS

1. Report to your assembly location and obtain your supplies.
2. Set-up treatment area and triage area.
3. Leader assigns treatment, triage, and documentation groups
4. Team leader gets an update from the incident commander and then informs team of expected injuries.

ONGOING OPERATIONAL DUTIES

5. As injured individuals come in, the triage group assesses injuries and tags individuals according to the seriousness of their need - red, yellow, or green. Documentation members record the names of every injured individual and the nature of the injury.
6. Treatment group members care for those who are injured under the supervision of the team leader. Documentation members record the care that was given, and, if applicable, if an individual becomes deceased. The team leader will immediately inform the operations chief of any deaths or any injuries requiring immediate outside care.
7. The team leader monitors transmissions from the search & rescue and student care teams and may instruct treatment group members to respond to injuries outside of the medical area. The first aid backpack should be taken if members are sent out on a call. Do not transmit the names of the injured when speaking over the handheld radio.
8. The documentation group must be sure that a student's emergency release card follows the student if he or she is removed from campus to receive advanced medical care.
9. Keep triage and treatment areas as clean as possible throughout the emergency. Deceased individuals need to be removed to the morgue area. Hazardous waste should be separated and carefully removed by the logistics teams when necessary.
10. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

11. Return equipment and unused supplies. Medical paperwork goes to the planning chief.

SUPPLIES

- position instructions
- first aid supplies
- medical gloves
- stretchers
- campus map
- position identifier
- handheld radio leader

Recommended First Aid Supplies

- **4 x 4" compress (1,000 per 500 students)**
- **8 x 10" compress (150 per 500 students)**
- **Kerlix bandaging (1 per student)**
- **Ace wrap, 2" (12 per campus)**
- **Ace wrap, 4" (12 per campus)**
- **Triangular bandage (24 per campus)**
- **Cardboard splints (24 each: small, medium, large)**
- **Steri-strips or butterfly bandages (50 per campus)**
- **Aqua-Blox water (number of students and staff x .016 = needed number of cases)**
- **Neosporin (144 squeeze packs per campus)**
- **Hydrogen peroxide (10 pints per campus)**
- **Bleach (1 small bottle per campus)**
- **Plastic basket or wire basket stretchers or backboards (1.5 per 100 students)**
- **Paramedic scissors (4 per campus)**
- **Tweezers (3 per campus)**
- **Triage tags (50 per 500 students)**
- **Latex gloves (100 per 500 students)**
- **Oval eye patch (50 per campus)**
- **Tape, 1" cloth (50 rolls per campus)**
- **Tape, 2" cloth (24 rolls per campus)**
- **Dust masks (25 per 100 students)**
- **Disposable blanket (10 per 100 students)**
- **First Aid books (2 standard and 2 advanced per campus)**
- **Space blankets (1 per student/staff member)**

Morgue Team

MORGUE TEAM LEADER: Tenth-grade teacher

ASSEMBLY LOCATION: Behind the office buildings (TBD)

START-UP ACTIONS

1. Report to your assembly location and obtain your supplies.
2. Set-up morgue area on a cool concrete or tile surface.
3. Team leader gets an update from the incident commander and then informs team of any deaths.

ONGOING OPERATIONAL DUTIES

4. When the team leader receives notification of a death, he or she will notify the morgue team of the location of the body and will inform the team when or if to move the body to the morgue area.
5. Bodies are not to be moved, nor are personal effects to be removed from the body, until the coroner arrives, unless the team leader instructs otherwise.
6. Upon notification, team members need to go to the body and complete two tags with the following information: name of decedent (if known), date and time found, location, how identified, and name of person completing tag. Attach one tag on the body.
7. If the coroner will not be able to pick up the body soon, the team leader will tell the morgue team to move the body to the morgue area. Before moving the body, it needs to be placed in a plastic bag and then securely taped shut to prevent unwrapping. The second tag should be attached to the outside of the plastic bag.
8. Place any personal belongings not attached to the body into a separate container and label with a third tag with the same information. Store this container near the body.
9. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

10. After all bodies have been picked up, clean up the morgue area, being sure to dispose of any hazardous waste through the logistics team.
11. Return equipment and unused supplies. Any paperwork goes to the planning chief.

SUPPLIES

- position instructions
- medical gloves
- stretchers
- campus map
- position identifier
- handheld radio *leader*
- plastic tarps
- vapor rub

Student Care Team

STUDENT CARE TEAM LEADER: Counselor

TEAM MEMBERS: Any employees not at another duty station

ASSEMBLY LOCATION: Student Care Area / Playground Field

START-UP ACTIONS

1. Obtain your supplies and escort classes to the student care area.
2. Assist in the taking of attendance to ensure that all students are present. Report any missing students to the team leader, who will then inform the operations chief.
3. Assist in the dismissal of staff to their duty stations by taking over the supervision of classes whose teachers need to go to another location.

ONGOING OPERATIONAL DUTIES

4. Team leader will make arrangements with logistics to provide food, water, shelter, and toilet facilities if necessary. Team members may be called upon to assist.
5. Monitor the safety and well-being of students in the student care area, including the administration of minor first aid if needed. Students with serious injuries need to be referred to the team leader, who will notify the medical team leader via radio.
6. Support the student release process by sending students to the release center when the proper paperwork is presented by a runner.
7. Plan and conduct activities for the students to ease their concerns and pass the time.
8. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

9. Return equipment and unused supplies.

SUPPLIES

- position instructions
- position identifier
- handheld radio leader
- pens/pencils & paper

Student Release Team

STUDENT RELEASE TEAM LEADER: Secretaries

ASSEMBLY LOCATION: Student Release Center

START-UP ACTIONS

1. Report to your assembly area and obtain your supplies.
2. Set up the request gate and the release gate in two areas.

ONGOING OPERATIONAL DUTIES

3. Verify the identification of adults who present a completed student release form and verify that the adult is on the student's emergency release card. If everything is correct, give the form to a runner and instruct the adult to proceed to the release gate.
4. Runner shows the student release form to the student care leader. Leader marks the "sent with runner" box on the form and dismisses the student to go to the release gate.
5. If the student is not with the student care team, runner proceeds to the medical team. If the student is able to be moved, the medical team leader marks the "sent with runner" box on the form and dismisses the student to go to the release gate. If the student cannot be moved (or has been sent to a medical treatment facility), the runner informs the release gate personnel, who inform the requesting adult.
6. If the student is not with the medical team, runner proceeds to the command post. If the student is absent, missing, or deceased, the runner informs the release gate personnel, who inform the requesting adult. In the event a student is missing or deceased, the requesting adult should be offered support and understanding by the release gate personnel and referred to a crisis counselor if one is available.
7. Runner walks with student(s) to release gate and presents student release form(s) to personnel at the release gate.
8. Before students are released, the release gate personnel verify identification of the requesting adults, match students to their requesting adults, and ask requesting adults to sign their student release form.
9. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

10. Return equipment and unused supplies. All paperwork goes to the planning chief.

SUPPLIES

- position instructions
- position identifier
- handheld radio leader
- pens/pencils & paper
- bullhorn

Planning & Intelligence Team

PLANNING & INTELLIGENCE TEAM LEADER: Projects Secretary

DOCUMENTATION MEMBER: Secretary

SITUATION ANALYSIS MEMBER: Secretary

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

1. Obtain your supplies and report to your assembly area.
2. Leader checks in with the incident commander and receives a briefing on what has occurred so far during the emergency.

ONGOING OPERATIONAL DUTIES

3. Documentation member maintains a time log of the entire incident, noting actions taken by the command team and the basic content of all verbal and radio communications with the command post.
4. Documentation member receives, records, and files forms turned in by other teams as they arrive.
5. Situation analysis member marks the site map and the local area map as reports are received concerning student and staff injuries, structural damage, dangers, road closures, utility outages, the location of emergency agencies, etc... and reports this information to the incident commander when called upon..
6. Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

7. Return equipment and unused supplies.
8. Store documents in a safe and secure location.

SUPPLIES

- position instructions
- position identifier
- pens/pencils & paper
- site map

Logistics Team

LOGISTICS CHIEF: Custodian

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

1. Chief shuts down gas supply if the gas meter is leaking.
2. Chief shuts down electricity anyplace with structural damage.
3. Chief opens storage rooms and/or containers containing emergency supplies.
4. Obtain your supplies and report to your assembly area.
5. Chief briefs the incident commander on the status of the site's utilities and any other items related to logistics. Wait for authorization to begin emergency procedures.
6. Chief checks that there is a team leader for each of the two logistic teams and assigns alternates if necessary.

ONGOING OPERATIONAL DUTIES

7. Post yellow caution tape around damaged or hazardous areas.
8. Distribute supplies and equipment to the various teams as needed, being sure to maintain the security of these items throughout the emergency. Class containers in the storage bunker need to be distributed to their designated classes.
10. Set up sanitation and feeding areas in locations designated by the incident commander and keep these areas clear of debris and trash.
11. Set up and maintain temporary shelters if so directed by the incident commander.
12. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

13. Return equipment and unused supplies.
14. Lock storage rooms and/or storage containers after all reusable equipment has been returned. List items that are missing and submit to the planning chief.
15. Chief restores gas and electric supply if so directed by the incident commander.

SUPPLIES

- position instructions
- position identifier
- master keys leader
- site map
- handheld radio leader
- utility shut-off tool(s)

Nutrition Team

NUTRITION LEADER: Food Service Support

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- 1. Report to your assembly location.**
- 2. Await notification by the logistics chief to determine if it will be necessary to set up a feeding area.**
- 3. Set up of the feeding area in the location designated by the incident commander.**
- 4. Obtain your food, water, and supplies and take these items to feeding area.**

ONGOING OPERATIONAL DUTIES

- 5. Distribute food and water when directed to do so by the logistics chief.**
- 6. Conserve food and water whenever possible, being sure to periodically update the logistics chief on the amount of food and water available.**
- 7. Assist in keeping the feeding area clear of debris and trash.**
- 8. Remain on duty until released by the incident commander.**

CLOSING DOWN DUTIES

- 9. Return equipment and unused supplies.**

SUPPLIES

- position instructions
- position identifier
- non-perishable food
- bottled water

Communications Team

COMMUNICATIONS LEADER: Secretary

RUNNERS: Six pre-assigned and trained 6th-grade students

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

1. Obtain your supplies and report to your assembly location.
2. Set up a communications station near the command post.
3. Leader confers with the logistics chief to determine if the team should activate the communications station.
4. Assign one runner to the medical team, one runner to the student care team, and keep one runner at the command post.
5. Consult with the incident commander and then use the handheld radio or cell phone to communicate the status of the emergency at the site to the Sheriff's Emergency Operations Center. If unable to make contact, retry at regular intervals.

SUPPLIES

- position instructions
- position identifier
- handheld radio leader
- AM/FM radio
- spare radio batteries

ONGOING OPERATIONAL DUTIES

6. Receive, pass on, and log all communications from the Sheriff's Emergency Operations Center and any outside agencies involved in the site's emergency.
7. Use command post runner to deliver messages from the incident commander to other teams. Runners assigned to other teams are to deliver messages from these teams to the incident commander.
8. Direct communications from the media and the public to the public information officer.
9. Monitor AM/FM radio transmissions on KFWB 980 and/or KNX 1070 for emergency news and pass on any significant information to the incident commander.
10. Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

11. Turn in all logs to the planning chief.
12. Return equipment and unused supplies.

Finance & Administration Team

FINANCE & ADMINISTRATION LEADER: Secretary

STAFFING COORDINATOR: Secretary

PURCHASING COORDINATOR: Secretary

ASSEMBLY LOCATION: Command Post

START-UP ACTIONS

- 1. Obtain your supplies and report to your assembly location.**
- 2. Set up a work area within the command post.**
- 3. Prepare logs to list staff, volunteers, and students participating in the emergency.**

ONGOING OPERATIONAL DUTIES

- 4. Sign in volunteers sent by the Sheriff's, give each volunteer an ID badge sticker, and refer volunteers to the operations chief of assignment. Unregistered volunteers must first register with the Sheriff's Emergency Operations Center.**
- 5. Periodically check in with the planning chief to obtain any documents relating to timekeeping and purchasing.**
- 6. Maintain a record of all hours worked by school employees during the site's emergency.**
- 7. Make any purchases authorized by the incident commander.**
- 8. Have all staff, volunteers, and assisting students sign out when the incident commander releases them from their duties.**
- 9. Remain on duty until released by the incident commander.**

CLOSING DOWN DUTIES

- 10. Turn in all logs and documentation to the planning chief.**
- 11. Return equipment and unused supplies.**

SUPPLIES
<ul style="list-style-type: none">• position instructions• position identifier• paper and pens• purchase orders

Emergency Responses

STEP ONE: IDENTIFY THE **TYPE** OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed on page 25.

STEP TWO: IDENTIFY THE **LEVEL** OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- **Level 1 Emergency:** A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- **Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE **RESPONSE** ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- **Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

STEP FOUR: **COMMUNICATE** THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site’s schoolwide communication system to instruct students and staff to protect themselves by moving into a “duck & cover” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a “duck & cover” position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site’s schoolwide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site’s schoolwide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Evacuate Building:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area.
- **Evacuate Campus:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site’s schoolwide communication system to notify staff and students that normal school operations should resume.

Types of Emergencies & Specific Procedures

AIRCRAFT CRASH

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building.

ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call the Yucaipa Sheriff's Department at 790-3101 or 790-3105. Do not call 911. The person answering the threat call should ask the questions listed on the "Bomb Threat Checklist." During a bomb threat, cellular phones and/or handheld radios should not be used because their transmission could set off a radio-controlled bomb. The fire alarm and school bells should also be silenced so that they do not set off a radio-controlled bomb. Do not turn on or off the electricity to a building because this could set off a photoelectric bomb. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, Evacuate Building, or Evacuate Campus.

BUS DISASTER

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. The administrator and/or bus driver will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuate Bus.

DISORDERLY CONDUCT

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

EARTHQUAKE

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Evacuate Building, or Evacuate Campus.

EXPLOSION OR RISK OF EXPLOSION

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radio active materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness

of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

LOSS OR FAILURE OF UTILITIES

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

PSYCHOLOGICAL TRAUMA

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the psychological crisis response team. Emergencies like those described above usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This involves the suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the risk manager(through Edtec) of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. The main gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.

INLAND LEADERS CHARTER SCHOOL

Injury Illness Prevention Program

- I. Policy Statement*
- II. Organization*
- III. Company Responsibilities*
- IV. Compliance*
- V. Communication*
- I. Identification and Evaluation of Workplace Hazards*
- II. Accident Investigation*
- III. Hazard Correction*
- III. Safety Training*
- IX Record Keeping*

I. POLICY STATEMENT

It is the policy of Inland Leaders Charter School to maintain a safe and healthful work environment. To achieve this goal, the School has developed an Injury Illness Prevention Program (IIPP) as required by California Senate Bill 198 and implemented under the California Code of Regulations, Title 8, Chapter 4, Section 3203.

Accidents, for the most part, are avoidable. Therefore, the School believes that nearly all accidents are preventable. We strive to provide the best equipment, the safest facilities, and necessary people to accomplish all of the duties safely and efficiently.

Safety is everyone's responsibility. We expect every administrator and employee to be personally concerned and motivated to maintain a safe working environment for all employees. Together, we can make a difference in the safety of our fellow coworkers and ourselves. Good safety habits reduce the possibility of injury for you and your coworkers, and all employees are responsible to be alert for and report any safety hazards.

II. ORGANIZATION

Each Administrator, Manager and Employee of Inland Leaders Charter School has individual responsibilities regarding workplace safety and health. The director is responsible to ensure that the plan is implemented. A school site safety team made up of parents and school employees will be responsible for recommending policies pertaining to the safety at the school site.

III. SCHOOL RESPONSIBILITIES

A. ADMINISTRATION

Administration will effectively execute their safety responsibilities by the following methods:

- *Familiarize themselves with the safety program and insure its effective implementation*
- *Give maximum support to all programs and committees whose function is to promote safety and health.*
- *Actively participate in Safety Committees*
- *Be aware of all safety considerations when introducing new procedures, tools or materials to the workplace.*

B. MANAGEMENT AND SUPERVISORS

It is the responsibility of the director to develop procedures which ensure effective compliance with the IIP Program. The director is responsible for setting acceptable safety policies and procedures for each employee to follow and ensuring employees receive general and specific training. In addition, supervision carries the responsibility for knowing how to safely accomplish the tasks assigned to each employee, for purchasing appropriate personal protective equipment, and for evaluating employee compliance. In effectively executing their safety responsibility, the director will specifically:

- *Familiarize themselves with the Safety Program and insure its effective implementation.*
- *Enforce recommended safe work conditions and employee actions.*
- *Provide complete and specific safety training to all employees for the tasks that they perform.*
- *Provide Personal Protective equipment as required.*
- *Consistently and fairly enforce all safety rules and OSHA standards.*
- *Investigate all accidents and near-miss injuries to determine cause, then take appropriate action to prevent repetition.*
- *Maintain equipment in safe operating condition.*
- *Inspect work areas often to identify unsafe conditions and work practices. At a minimum, the director shall utilize self-inspection checklists on a consistent basis.*

C. EMPLOYEES

Immediate responsibility for workplace health and safety rests with each individual employee. Employees are responsible for following the established work procedures and safety guidelines in their area. Employees are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors. Specifically, their responsibilities include:

- *Attend or participate in provided training and retraining programs.*
- *Follow all company safety rules and regulations and apply safe work practices to all job tasks.*
- *Report safety hazards and unsafe conditions to his or her supervisor or the Safety Committee.*

- *When appropriate, provide recommendations on how to eliminate or reduce a discovered safety hazard.*

D. SAFETY TEAMS

Safety teams have been established and team members designated in the school emergency plan.

IV. COMPLIANCE

A. Training and Retraining Programs (Addressed fully in section IX)

B. Employee Recognition Programs

Inland Leaders recognizes that employees who maintain good conduct regarding safety program compliance should be recognized.

C. Supervisory Observations

The director will conduct scheduled and unscheduled observations of work practices under their direct supervision.

D. Discipline Action

Employees who fail to comply with Safety Rules will be subject to disciplinary action up to and including termination. For Safety Rule violations, the director may follow disciplinary procedures as follows:

- *Written warning - outlining the nature of the offense, counseling on how to improve performance and consequences of failure to correct.*
- *Probation - outlining nature of offense and putting employee on notice that another violation will result in termination; and / or*
- *Termination*

V. COMMUNICATION

A communication system has been established at Inland Leaders Charter School to encourage employees to inform their immediate supervisors regarding observed hazards. They may also inform members of each School's safety team, Principal, or Human Resource Manager.

Review of the Injury Illness Prevention Program is provided for each new employee as part of their new employee orientation program. All employees are given a copy of this IIPP containing the Safety Policy and Safety Rules established by Inland Leaders. These rules are reviewed with the employee and indicate their understanding by the signing of the Safety Agreement.

Training and communication activities will include the following:

A. Upon hiring (*Appendix A - Employee Safety Orientation Checklist*)

B. Training and Retraining Programs

Training programs are fully addressed in section IX of this document.

C. Hazard Reporting and Safety Suggestions

Employees at Inland Leaders are encouraged to inform their managers and supervisors about workplace hazards immediately without fear of reprisal. Anonymous suggestion cards will be provided that may be mailed to the CLCA anonymously.

D. Posted Safety Information

Safety posters are located throughout the facilities to communicate general safe work practices.

E. Safety Team Meetings

Safety meetings will occur monthly in staff meetings with employees.

VI. IDENTIFICATION AND EVALUATION OF WORKPLACE HAZARDS

A major component in the effectiveness of the Injury Illness Prevention Program depends on the ability to properly identify and evaluate workplace hazards. A health and safety inspection program has been implemented to reduce unsafe conditions, which may expose Management, Supervisors, Employees and Parents/Guests to incidents that could result in personal injuries or property damage.

A. Inspections

Scheduled inspections will be conducted the by designated personnel at each site or by the safety committee as necessary using the designated forms with appropriate abatement of any hazards detected.

Unscheduled inspections will be conducted in the following situations:

- *When new substances, processes, procedures, or equipment which present potential new hazards are introduced into our workplace.*
- *When new, previously unidentified hazards are recognized.*
- *When occupational injuries and illness occur as a result.*
- *Whenever workplace conditions warrant an inspection.*

B. Responsibility

C. Job Hazard Analysis

D. Safety Team Program

VII. ACCIDENT INVESTIGATION PROGRAM

An accident investigation will be conducted for all workplace accidents and hazardous substance exposures. It is the policy of Inland Leaders that all injuries or illnesses be reported to the director immediately after the accident/exposure occurs. "Near accidents" should also be reported as they are an indication of possible unsafe conditions or procedures.

Supervisor:

- *The director will be responsible for investigating all accidents promptly and thoroughly.*
- *The appropriate form (see appendix) is completed and returned to the Human Resource office within 24 hours of a reported incident.*
- *The director must consult with the safety committee for assistance if a potential trend is noticed or assistance is desired.*

Investigation:

The investigations will include, but not be limited to the following:

*Interviewing injured workers and witnesses immediately
Examining the workplace for factors associated with the accident/exposure
Determine the cause of the accident/exposure
Taking corrective action to prevent the accident/exposure from reoccurring
Recording the findings and actions taken on the appropriate form.*

To ensure timely accounting for Workers' Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form.

Serious occupational injuries, illnesses or exposures to hazardous substances, as defined by Cal-OSHA, must be reported to the appropriate personnel no later than 24 hours after they become known to the supervisor. These include injuries which cause permanent disfigurement or require hospitalization for a period in excess of 24 hours.

VIII. HAZARD CORRECTION

- A. Priority**
- B. Responsibilities**

- 1. Employees*
- 2. Managers and Supervisors*
- 3. Executive Management*

- C. Corrective Action Policy**

- 1. Engineering Controls*
- 2. Administrative Controls*

3. *Personal Protective Equipment*
4. *Employee Training Programs*

IX. SAFETY TRAINING

A. Policy

All employees will be provided specific and general safety and health training while employed with Inland Leaders. Employees that have not been properly trained for particular jobs may not perform job functions until required training has been conducted.

Training and instruction is provided as required by Cal-OSHA:

- *To all new employees*
- *To all workers given new job assignments for which training has not previously provided.*
- *Whenever new substances, processes, procedures or equipment are introduced to the workplace and represent a new hazard.*
- *Whenever the employer is made aware of a new or previously unrecognized hazard.*
- *To supervisors to familiarize them with the safety and health hazard to which workers under their immediate direction and control may be exposed.*
- *To all workers with respect to hazards specific to each employee's job assignment.*

B. Supervisor and Management Responsibilities

Management personnel are expected to ensure employees are properly trained for the work that they perform. Training expected to be conducted for employees includes the following:

- *General safe work procedures.*
- *Identifying required policies and procedures for use of personal protective equipment to all personnel.*
- *Conduct Job Safety Analysis to identify hazardous conditions associated with each job.*
- *Supply training on Hazard Communication which includes use and location of Material Safety Data Sheets (MSDS) and chemical hazards associated with each job.*
- *Ensure employees are evaluated appropriately through written documentation with the use of testing procedures.*

C. Training Classes

Classes may include but are not limited to the following:

- *Injury Illness Prevention Training*
- *Hazard Communication*

- *Powered Industrial Trucks*
- *Respirator Protection*
- *Confined Space Entry*
- *Emergency Preparedness*
- *Hazardous Waste Handling*
- *Bloodborne Pathogens*
- *Ergonomics*
- *Lockout/Tagout*
- *Material Handling*
- *Accident Investigation*

X. RECORD KEEPING

A copy of the Injury Illness Prevention Program is located in the Human Resource Manager's office and at each Plant for supervisor and employee use. To ensure the critical elements of the IIPP are being implemented, the following records will be mandatory for to keep on file:

- *Records of hazard assessment inspections*
- *Records of safety and health training*
- *Documentation of accident/exposure investigations and corrective action taken*
- *Records of safety communication such as safety meetings, newsletters, posted or written notification of safety policies, and anonymous information from employees.*

Workplace inspection records shall be kept for all scheduled, periodic inspections. These records will include at minimum:

- *Date of inspection*
- *Work areas inspected*
- *Name of person(s) conducting the inspection*
- *The unsafe conditions and work practices which have been identified*
- *Action taken to correct the identified unsafe conditions*

Personnel records shall be kept for all scheduled, periodic training opportunities. These records will include at minimum:

- *Employee name*
- *Date of training*
- *Type of training provided*
- *Training instructors*

An annual summary of Occupational Injuries and Illness will be posted for each site. The summary will consist of the year's total from California DOSH Form 300. The summary shall be completed within one (1) month after the close of the calendar year and be posted in each site in a conspicuous place no later than February 1 and remain in place until March 1.

APPENDIX R - PARENT/STUDENT CONTRACT

Crafton Leaders School Contract

As a CLCA parent and student, We _____ pledge to:
(Name of student and parent)

Understand:

- ❖ CLCA is a school of choice not a school of entitlement.
- ❖ Student standards for behavior will be high in order that the environment is free of distraction so that all may have the freedom to learn in a safe, ordered and friendly environment.
- ❖ Parents are part of the success of any school and need to be involved in their children's education.
- ❖ As a student I am expected to work to the best of my ability and respect all school rules.

Provide Home Academic Support by:

- ❖ Ensuring my child comes to school ready to learn.
- ❖ Assisting and monitoring assignments as needed.
- ❖ Following through with school recommended actions.
- ❖ Reviewing this agreement with my child.

Provide School Support by:

- ❖ Making sure my child is on time to school each day with the necessary tools to be successful.
- ❖ Supporting and adhering to the CLCA Family/Student Handbook and interacting with school personnel in a positive manner.
- ❖ Completing school surveys and returning required paperwork.
- ❖ Sending my student to all recommended interventions before, during or after school.

Participate by:

- ❖ Attending parent conferences
- ❖ Actively collaborating and communicating with teachers to meet my child's learning needs.
- ❖ Consistently encourage my child to implement their leadership training to help others.
- ❖ Be an active member of the school community by working to continuously improve Crafton Leaders for all students.
- ❖ Support your student's community service projects and Personal Leadership Plan

No student will be denied admission, excluded from CLCA programs, or otherwise disciplined due to his or her parent/guardian's failure to sign the Parent/Student Contract or to volunteer in accordance with the Parent/Student Contract. My signature below represents my understanding and full commitment to the above pledges for the upcoming school year.

Parent/Guardian Signature

Student Signature

Date

APPENDIX S - FINANCIAL DOCUMENTS/BUDGETS

CLCA budgets for the first 3 years of operation

Crafton Leaders Collegiate Academy

Multiyear Budget Summary

	2015/16	2016/17	2017/18	
	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
SUMMARY				
Revenue				
Local Control Funding	1,110,835	1,810,714	2,606,899	
Federal Revenue	24,750	62,029	82,595	
Other State Revenues	89,782	134,337	179,107	
Local Revenues	47,000	61,845	82,254	
Fundraising and Grants	25,000	19,950	26,534	
Total Revenue	1,297,368	2,088,874	2,977,389	
Expenses				
Compensation and Benefits	782,636	1,215,506	1,652,205	
Books and Supplies	259,907	262,952	343,231	
Services and Other Operating Expenditures	213,968	295,698	403,774	
Capital Outlay	22,500	13,300	25,189	
Total Expenses	1,279,011	1,787,456	2,424,399	
Operating Income (excluding Depreciation)	18,357	301,418	552,990	
<i>Operating Income (including Depreciation)</i>	40,857	314,718	578,179	
Fund Balance				
Beginning Balance (Unaudited)	-	40,857	355,574	
Audit Adjustment	-	-	-	
Beginning Balance (Audited)	-	40,857	355,574	
Operating Income (including Depreciation)	40,857	314,718	578,179	
Ending Fund Balance (including Depreciation)	40,857	355,574	933,753	
Ending Fund Balance as a % of Expenses	3%	20%	39%	

Detail

Enrollment Breakdown

K	-	-	-	
1	-	-	-	
2	-	-	-	
3	-	-	-	
4	-	-	-	
5	-	-	-	
6	-	-	-	
7	-	-	-	
8	-	-	-	
9	80	80	80	
10	80	80	80	
11	-	80	80	
12	-	-	80	
Enrollment Summary				
4-6				
7-8				
9-12	160	240	320	includes 6 indep study first year, 10 2nd year and 20 in 3rd yr
Total Enrolled	160	240	320	

ADA %

4-6	96%	96%	96%
7-8	96%	96%	96%
9-12	96%	96%	96%
Average	96%	96%	96%

ADA

4-6			
7-8			
9-12	153.60	230.40	307.20
Total ADA	153.60	230.40	307.20

Local Control Funding

8012	Education Protection Account	30,720	325,928	469,242	\$200/ADA in Y1, 18% of LCFF in out years
8015	Charter Schools General Purpose Entitlement - State Aid	967,176	1,315,377	1,911,779	Based on FCMAT calculator, Y3 assumes same implementation rate as Y2
8096	Charter Schools in Lieu of Prop. Taxes	112,939	169,409	225,878	\$735.28/ADA per 2013-14 P2

		1,110,835	1,810,714	2,606,899	
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8100 Federal Revenue

8181	Special Education - Entitlement		29,111	38,815	Based on estimated El Dorado 13-14 rates including 5% set aside and 5% EDCOE SELPA admin fee, not eligible for Federal revenues until second year of membership
8182	Special Education Reimbursement				
8220	Child Nutrition Programs	24,750	32,918	43,780	based on 33 % of population on free and reduced lunch
8290	No Child Left Behind				
8291	Title I				
8292	Title II				
8293	Title III	-	-	-	
8294	Title IV	-	-	-	
8295	Title V	-	-	-	
8296	Other Federal Revenue	-	-	-	
8297	PY Federal - Not Accrued	-	-	-	
8298	Implementation Grant	-	-	-	
8299	All Other Federal Revenue	-	-	-	

SUBTOTAL - Federal Income

		24,750	62,029	82,595	
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8300 Other State Revenues

8311	Other State Apportionments - Current Year	-	-	-	
8319	Other State Apportionments - Prior Years	-	-	-	
8380	Special Ed	-	-	-	
8381	Special Education - Entitlement (State)	65,530	98,296	131,061	estimated El Dorado 15-16 rates including 5% set aside and 5% EDCOE SELPA admin fee.
8382	Special Education Reimbursement (State)				
8434	Class Size Reduction, Grades K-3				
8520	Child Nutrition - State	1,980	2,633	3,502	
8545	School Facilities Apportionments				
8550	Mandated Cost Reimbursements				
8560	State Lottery Revenue	22,272	33,408	44,544	
8590	All Other State Revenue				
8591	Supplemental Hourly Revenue				
8592	Categorical Block Grant				
0	Educationally Disadvantaged Block Grant				
0	Educationally Disadvantaged Block Grant				
0	ED MinimumFunding				
8593	New School Categorical				
Placeholder	Local Control Funding Formula				
0000	Common Core				
0000	ASES				

SUBTOTAL - Other State Income

		89,782	134,337	179,107	
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8600 Other Local Revenue

8631	Sales	500	-	-	
8632	Sale of Publications	7,500	9,975	13,267	yearbook sales
8634	Food Service Sales	36,000	47,880	63,680	First year of 50 meals sold a day
8636	Uniforms				
8638	Merchandise Sales	500			
8639	All Other Sales				
8650	Leases and Rentals				
8660	Interest				
8661	Interest - Temporarily Restricted				
8662	Net Increase (Decrease) in the Fair Value of Investments				
8670	Fees and Contracts	-	-	-	
8671	Adult Education Fees	-	-	-	
8672	Pre School Revenue	-	-	-	
8673	Child Development Parent Fees	-	-	-	
8675	Transportation Fees from Individuals	-	-	-	
8676	After School Program Revenue	-	-	-	
8678	Parking Fees	-	-	-	
8689	All Other Fees and Contracts	-	-	-	
8690	Other Local Revenue	-	-	-	
8693	Field Trips	3,000	3,990	5,307	
8699	All Other Local Revenue	-	-	-	
8797	All Other Financing Sources	-	-	-	
8999	Uncategorized Revenue	-	-	-	

SUBTOTAL - Local Revenues

		47,000	61,845	82,254	
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8800 Donations/Fundraising

8801	Donations - Parents	7,500	9,975	13,267	
8802	Donations - Individual/Corporations	-	-	-	
8803	Fundraising	7,500	9,975	13,267	
8804	Fundraising - Fund Development	-	-	-	
8811	Donations - Foundations	10,000	-	-	Donation from Inland Leaders Foundation
8812	School Defined Revenue 2	-	-	-	
8813	Donations - Board	-	-	-	
8850	Donations - temporarily restricted	-	-	-	

SUBTOTAL - Fundraising and Grants

		25,000	19,950	26,534	
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TOTAL REVENUE

		1,297,368	2,088,874	2,977,389	
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EXPENSES

Compensation & Benefits

1000	Certificated Salaries				
1100	Teachers Salaries	360,000	556,200	827,502	\$60,000 avg tchr salary with 3% cola each year in yr 2 and yr 3
1101	Teacher - Stipends				
1103	Teacher - Substitute Pay	3,150	4,725	6,300	Number of teachers times 5 absences times \$105 daily rate
1111	Teacher - Elective				
1145	Teacher - Independent Study	13,000	20,000	30,000	Part time indep study tchr
1148	Teacher - Special Ed	12,600	16,758	22,288	part time support
1150	Teacher - PE	14,000	18,620	24,765	part-time
1200	Certificated Pupil Support Salaries		61,800	63,654	online learning coordinator
1300	Certificated Supervisor & Administrator Salaries	50,000	51,500	53,045	Director salary split between K-8 and 9-12 school programs
1904	Other Cert - After School	10,000	14,000	16,000	interventions after school
1920	Other Cert - Summer				
1930	Other Cert - Counselor	65,000	67,000	69,000	full time counselor/ assessment coordinator
SUBTOTAL - Certificated Employees		527,750	810,603	1,112,554	

2000	Classified Salaries				
2100	Classified Instructional Aide Salaries				
2101	Classified - Electives	10,000	12,000	18,000	
2102	Classified - Counselors				
2108	Classified - Custom 6 (CAHSEE)				
2200	Classified Support Salaries		18,000	36,000	PT Sub group liaison in 2nd yr / PT Activities Director in 3rd yr
2300	Classified Supervisor & Administrator Salaries				
2311	Classified Admin - Custom 1				
2400	Classified Clerical & Office Salaries	43,000	59,290	61,069	One part time and one full time secretary first year/ extra help in second year and third year
2904	Other Classified - Security/yard duty	8,000	8,240	8,487	part time security
2905	Other Classified - After School				
2928	Other Classified - Food	5,500	5,665	5,835	part time
2930	Other Classified - Maintenance/grounds	8,000	8,240	8,487	part time
2933	Other Classified - Preschool				
2935	Other Classified - Substitute	1,500	1,995	2,653	
2940	Other Classified - Summer				
SUBTOTAL - Classified Employees		76,000	113,430	140,531	

3000	Employee Benefits				
3100	STRS	56,628	101,974	159,095	adjusted based on new proposed rate schedule
3300	OASDI-Medicare-Alternative	4,712	7,033	8,713	
3303	Medicare, certificated positions				
3400	Health & Welfare Benefits	104,000	164,450	207,350	
3500	Unemployment Insurance	4,046	5,381	7,157	
3513	FUTA, certificate position				
3514	FUTA, classified position				
3600	Workers Comp Insurance	9,500	12,635	16,805	
SUBTOTAL - Employee Benefits		178,886	291,473	399,120	

Employee Benefits Summary					
3100	STRS	56,628	101,974	159,095	
3300	OASDI-Medicare-Alternative	4,712	7,033	8,713	
3400	Health & Welfare Benefits	104,000	164,450	207,350	
3500	Unemployment Insurance	4,046	5,381	7,157	
3600	Workers Comp Insurance	9,056	13,860	18,796	
SUBTOTAL - Employee Benefits		178,442	292,698	401,111	

4000	Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	76,000	37,525	44,000	
4200	Books & Other Reference Materials	10,000	14,000	22,000	increases in year 3 for ebooks
4300	Materials & Supplies	33,000	18,000	24,000	1st year includes science lab materials and equipment
4315	Custodial Supplies	3,120	4,150	5,519	
4320	Educational Software	7,800	24,000	44,000	Large increases to provide Online Course offerings in yr 2 and 3.
4325	Instructional Materials & Supplies	5,400	7,182	9,552	
4326	Art & Music Supplies	2,000	2,660	3,538	
4330	Office Supplies	3,288	4,373	5,816	
4335	PE Supplies	2,000	2,660	3,538	
4340	Professional Development Supplies	1,232	1,639	2,179	
4345	Non Instructional Student Materials & Supplies	500	665	884	
4346	Teacher Supplies	3,500	4,655	6,191	
4351	Yearbook	7,500	9,975	13,267	
4400	Noncapitalized Equipment	5,645	7,508	9,985	
4410	Classroom Furniture, Equipment & Supplies	20,000	14,500	15,000	May not be necessary if using CHC F&E
4420	Computers (individual items less than \$5k)	16,000	32,000	32,000	32 computers at \$500 yr 1/ additional computers in yr 2 and yr 3
4423	IT Equipment	4,500	1,500	1,200	server
4425	Classroom Noncapitalized items 2				
4430	Non Classroom Related Furniture, Equipment & Supplies	2,500	1,700	1,900	
4700	Food	500	550	625	
4710	Student Food Services	53,730	71,461	95,043	
4720	Other Food	1,692	2,250	2,993	
4999	4000 series 1099 reimbursable expenses				
SUBTOTAL - Books and Supplies		259,907	262,952	343,231	

Books & Supplies Summary					
4100	Approved Textbooks & Core Curricula Materials	76,000	37,525	44,000	
4200	Books & Other Reference Materials	10,000	14,000	22,000	
4300	Materials & Supplies	69,340	79,958	118,484	
4400	Noncapitalized Equipment	48,645	57,208	60,085	
4700	Food	55,922	74,261	98,661	
SUBTOTAL - Books and Supplies		259,907	262,952	343,231	

5000	Services & Other Operating Expenses				
5200	Travel & Conferences	500	665	884	
5210	Conference Fees	1,200	1,596	2,123	
5215	Travel - Mileage, Parking, Tolls	100	133	177	
5220	Travel and Lodging	500	665	884	
5221	Student Parking	-	-	-	
5223	Facility & Staff Parking	-	-	-	
5225	Travel - Meals & Entertainment	100	133	177	
5300	Dues & Memberships	1,200	1,596	2,123	CCSA membership
5310	Subscriptions	750	998	1,327	
5400	Insurance	5,400	7,182	9,552	
5500	Operations & Housekeeping	-	-	-	in house
5510	Utilities - Gas and Electric	12,000	15,960	21,227	
5515	Janitorial, Gardening Services & Supplies	-	-	-	part of rental agreement with CHC
5520	Security	-	-	-	
5525	Utilities - Waste	1,200	1,596	2,123	
5530	Utilities - Water	6,500	8,645	11,498	
5535	Utilities - All Utilities	-	-	-	
5605	Equipment Leases	3,600	4,788	6,368	
5610	Rent	100,000	133,000	176,890	
5611	Prop 39 Related Costs	-	-	-	
5615	Repairs and Maintenance - Building	3,500	4,655	6,191	
5616	Repairs and Maintenance - Computers	1,000	1,330	1,769	
5617	Repairs and Maintenance - Other Equipment	3,500	4,655	6,191	
5618	Repairs & Maintenance - Auto	-	-	-	
5625	Storage	500	665	884	
5631	Other Rentals, Leases and Repairs 1	-	-	-	
5800	Other Services & Operating Expenses	1,000	1,330	1,769	
5803	Accounting Fees	-	-	-	
5804	Service 1	-	-	-	
5805	Administrative Fees	-	-	-	
5806	Assemblies	1,600	2,128	2,830	
5809	Banking Fees	500	665	884	
5812	Business Services	2,200	2,926	3,892	
5815	Consultants - Instructional	750	2,300	7,500	
5824	District Oversight Fees	11,108	14,774	19,650	
5830	Field Trips Expenses	7,500	9,975	16,000	
5836	Fingerprinting	600	798	1,061	
5839	Fundraising Expenses	300	399	531	
5845	Legal Fees	5,000	6,650	8,845	
5848	Licenses and Other Fees	1,200	1,596	2,123	
5851	Marketing and Student Recruiting	500	665	884	
5857	Payroll Fees	3,500	4,655	6,191	
5860	Printing and Reproduction	1,200	1,596	2,123	
5863	Professional Development	1,000	1,330	3,700	
5869	Special Education Contract Instructors	5,400	17,000	24,000	
5872	Special Education Encroachment	-	-	-	
5875	Staff Recruiting	500	665	884	
5877	Student Activities	1,200	1,596	2,123	
5878	Student Assessment	3,200	4,256	5,660	
5880	Student Health Services	7,800	10,374	13,797	Contract nurse services
5881	Student Information System	650	865	1,150	Aeries fees under current ILCS license.
5887	Technology Services	3,500	4,655	6,191	
5893	Transportation - Student	1,500	1,995	2,653	
5896	Internet/Website consulting	1,200	1,596	2,123	
5899	Miscellaneous Operating Expenses	750	998	1,327	
5900	Communications	360	479	637	
5905	Communications - Cell Phones	1,200	1,596	2,123	
5910	Communications - Internet / Website Fees	5,500	7,315	9,729	
5915	Postage and Delivery	500	665	884	
5920	Communications - Telephone & Fax	1,200	1,596	2,123	
5999	5000 series 1099 reimbursable expenses	-	-	-	
	SUBTOTAL - Services & Other Operating Exp.	213,968	295,698	403,774	-
6000	Capital Outlay				
6100	Sites & Improvement of Sites	7,500	-	-	
6200	Buildings & Improvement of Buildings	10,000	13,300	17,689	
6300	School Libraries	-	-	-	
6400	Equipment	5,000	-	-	
6410	Computers (capitalizable items)	-	-	-	
6420	Furniture (capitalizable items)	-	-	-	
6430	Other Equipment (capitalizable items)	-	-	-	
6500	Equipment Replacement	-	-	7,500	
0000	(School Defined)	-	-	-	
0000	(School Defined)	-	-	-	
	SUBTOTAL - Capital Outlay	22,500	13,300	25,189	-
TOTAL EXPENSES		1,279,011	1,787,456	2,424,399	-
6900	Total Depreciation (includes Prior Years)				-
TOTAL EXPENSES including Depreciation		1,256,511	1,774,156	2,399,210	-

Cash Flow projections for the first 3 years of operation

	2015													Forecast	AR/AP
	July	August	Sept	October	Nov	Dec	January	February	March	April	May	June			
Beginning Cash	0	189,878	4,147	17,749	76,511	266	98,113	29,549	3,304	33,986	64,443	7,220			
Revenues															
Local Control															
State Aid			357,855			174,092				87,046	87,046	87,046	87,046	967,176	87,046
EPA				7,680			7,680				7,680			30,720	7,680
Property Tax		6,776	13,553	9,035	9,035	9,035	9,035	9,035	15,810	7,905	7,905	7,905	7,905	112,939	7,910
Federal Income					2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	24,750	4,950
State Income					198	198	198	198	13,304	13,304	13,304	13,304	13,304	89,782	35,774
Local Revenues			4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	4,700	47,000	0
Fundraising & Grants	10,000			1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	25,000	0
Total Revenue	10,000	6,776	376,108	23,082	18,075	192,167	25,755	18,075	125,001	124,777	117,097	117,097	1,297,368	143,360	
Expenses															
Certificated Salaries	4,167	47,598	47,598	47,598	47,598	47,598	47,598	47,598	47,598	47,598	47,598	47,598	47,598	527,750	0
Classified Salaries		6,909	6,909	6,909	6,909	6,909	6,909	6,909	6,909	6,909	6,909	6,909	6,909	76,000	0
Employee Benefits	625	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	178,886	0
Books & Supplies		103,963	103,963	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	259,907	0
Services & Other	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831	213,968	0
Capital Outlay	22,500													22,500	0
Total Expenses	45,122	192,507	192,507	94,319	1,279,011	0									
Operating Cash Inflow (Outflow)	-35,122	-185,730	183,601	-71,238	-76,245	97,847	-68,565	-76,245	30,682	30,457	22,777	22,777	18,357		
Accounts Receivable															
Line of Credit	225,000		-170,000	130,000				50,000				-80,000	-20,000		
Ending Cash	189,878	4,147	17,749	76,511	266	98,113	29,549	3,304	33,986	64,443	7,220	9,997			

	2016													Forecast	AR/AP
	July	August	Sept	October	Nov	Dec	January	February	March	April	May	June			
Beginning Cash	9,997	158,839	1,736	7,960	58,324	30,762	40,910	94,830	67,267	61,551	130,746	112,890			
Revenues															
Local Control															
State Aid	48,359	48,359	265,835	87,046	87,046	174,024	87,046	87,046	86,123	86,123	86,123	86,123	1,315,377	86,123	
EPA				81,482			81,482			81,482			325,928	81,482	
Property Tax		6,776	34,446	9,035	9,035	19,200	9,035	9,035	24,279	12,140	12,140	12,140	169,409	12,147	
Federal Income					3,292	3,292	3,292	3,292	9,114	9,114	9,114	9,114	62,029	12,406	
State Income		4,489	4,489	8,080	8,344	13,912	8,344	8,344	10,047	15,615	10,047	10,047	134,337	32,581	
Local Revenues			6,185	6,185	6,185	6,185	6,185	6,185	6,185	6,185	6,185	6,185	61,845	0	
Fundraising & Grants			1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	19,950	0	
Total Revenue	48,359	59,624	312,950	193,823	115,896	218,607	197,378	115,896	137,743	212,653	125,603	125,603	2,088,874	224,740	
Expenses															
Certificated Salaries	4,292	73,301	73,301	73,301	73,301	73,301	73,301	73,301	73,301	73,301	73,301	73,301	810,603	0	
Classified Salaries		10,312	10,312	10,312	10,312	10,312	10,312	10,312	10,312	10,312	10,312	10,312	113,430	0	
Employee Benefits	644	26,439	26,439	26,439	26,439	26,439	26,439	26,439	26,439	26,439	26,439	26,439	291,473	0	
Books & Supplies		92,033	92,033	8,765	8,765	8,765	8,765	8,765	8,765	8,765	8,765	8,765	262,952	0	
Services & Other	24,642	24,642	24,642	24,642	24,642	24,642	24,642	24,642	24,642	24,642	24,642	24,642	295,698	0	
Capital Outlay	13,300												13,300	0	
Total Expenses	42,877	226,727	226,727	143,458	1,787,456	0									
Operating Cash Inflow (Outflow)	5,482	-167,102	86,223	50,365	-27,563	75,148	53,920	-27,563	-5,716	69,195	-17,855	-17,855	301,418		
Accounts Receivable	143,360														
Line of Credit		10,000	-80,000			-65,000									
Ending Cash	158,839	1,736	7,960	58,324	30,762	40,910	94,830	67,267	61,551	130,746	112,890	95,035			

	2017													
	July	August	Sept	October	Nov	Dec	January	February	March	April	May	June	Forecast	AR/AP
Beginning Cash	95,035	321,623	100,410	136,701	182,128	114,973	160,854	211,010	143,855	210,611	386,937	437,601		
Revenues														
Local Control														
State Aid	65,769	65,769	281,335	87,046	87,046	181,565	87,046	87,046	193,832	193,832	193,832	193,832	1,911,779	193,832
EPA				117,310			117,310			117,310			469,242	117,310
Property Tax		10,165	41,223	13,553	13,553	23,717	13,553	13,553	32,184	16,092	16,092	16,092	225,878	16,102
Federal Income		1,456	1,456	2,620	6,998	6,998	6,998	6,998	8,939	8,939	8,939	8,939	82,595	13,317
State Income		4,915	4,915	8,847	9,197	17,549	9,197	9,197	15,750	24,102	15,750	15,750	179,107	43,940
Local Revenues			8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	82,254	0
Fundraising & Grants			2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	26,534	0
Total Revenue	65,769	82,304	339,808	240,254	127,672	240,708	244,983	127,672	261,583	371,153	245,491	245,491	2,977,389	384,500
Expenses														
Certificated Salaries	4,420	100,739	100,739	100,739	100,739	100,739	100,739	100,739	100,739	100,739	100,739	100,739	1,112,554	0
Classified Salaries		12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	12,776	140,531	0
Employee Benefits	663	36,223	36,223	36,223	36,223	36,223	36,223	36,223	36,223	36,223	36,223	36,223	399,120	0
Books & Supplies		120,131	120,131	11,441	11,441	11,441	11,441	11,441	11,441	11,441	11,441	11,441	343,231	0
Services & Other	33,648	33,648	33,648	33,648	33,648	33,648	33,648	33,648	33,648	33,648	33,648	33,648	403,774	0
Capital Outlay	25,189												25,189	0
Total Expenses	63,920	303,517	303,517	194,827	2,424,399	0								
Operating Cash Inflow (Outflow)	1,849	-221,213	36,291	45,427	-67,155	45,881	50,156	-67,155	66,756	176,326	50,664	50,664		
Accounts Receivable	224,740													
Line of Credit														
Ending Cash	321,623	100,410	136,701	182,128	114,973	160,854	211,010	143,855	210,611	386,937	437,601	488,264		



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**BUSINESS LENDING
CONFIRMATION LETTER**

September 26, 2013

Inland Leaders Charter School
12375 CALIFORNIA ST
YUCAIPA, CA 92399

RE: \$350,000.00 Revolving Line of Credit

Wells Fargo Bank, National Association ("Lender") agrees to make available to **Inland Leaders Charter School** ("Borrower") a Revolving Line of Credit (the "Credit"). The obligations of each Borrower shall be joint and several. The Credit shall bear interest and be repayable in accordance with the terms and conditions of the Agreement. The Agreement consists of (1) this Confirmation Letter (this "Letter"), (2) the Business Lending Disclosure dated February 18, 2013 (the "Disclosure") and (3) any Related Documents. All terms and conditions of the Disclosure and Related Documents are incorporated herein by reference for all purposes. All capitalized terms not defined in this Letter are defined in the Disclosure.

Promise To Pay. Borrower promises to pay to Lender, or order, the principal amount of \$350,000.00, or so much as may be advanced and outstanding from time to time, together with interest on the outstanding principal balance. Borrower will pay Lender at Lender's address shown in this letter or at such other place as Lender may designate in writing.

Availability Period. Subject to applicable terms of the Agreement, advances under the line of credit will be available until October 10, 2014 (the "Availability Period"). During the Availability Period, Borrower may borrow, repay, and borrow again from time to time under this revolving line of credit up to the credit limit.

Lender may in its discretion allow Borrower to request and receive advances even if applicable loan conditions are not satisfied, and/or the advance results in violation of loan agreements or covenants, and even though the advance may cause the principal balance to exceed the maximum principal amount of the Credit. In such cases, Lender shall not be deemed to have waived such loan conditions, requirements or covenants, and Lender may strictly enforce all such loan conditions, requirements and covenants at any time in its discretion. If at any time the outstanding balance of the Credit should exceed the maximum principal amount available to Borrower under the Credit, then Lender may require Borrower to immediately make a payment in an amount sufficient to reduce the principal balance to an amount which does not exceed said maximum principal amount.

Borrower agrees to indemnify and hold Lender harmless from and against all damages, liabilities, costs and expenses (including attorney's fees) arising out of any claim by Borrower or any third party against Lender in connection with Lender's performance of advances as described above.

Floating Interest Rate. Interest shall accrue on the unpaid outstanding principal balance of the Credit at the greater of a floating rate equal to the Index plus 1.750% (the "Indexed Rate"), or the Floor Rate of 5.000%. The "Index" is the Prime Rate set by Lender from time to time, which serves as the basis upon which effective rates of interest are calculated for those loans making reference thereto. The Prime Rate is not necessarily the lowest or best rate at which Lender makes loans. Each change in the Index shall become effective on the date of each change in the Prime Rate. The Indexed Rate will change as and when the Index changes. Interest will be calculated as described in the Interest Accrual Basis paragraph below. The Indexed Rate was approximately 5.000% when this Letter was prepared. Lender may round the Index value or rate to five decimal places at Lender's discretion.

Interest Rate Floor. Notwithstanding anything to the contrary, this Credit shall be subject to an interest rate floor of 5.000% (the "Floor Rate"). This means during the period of time when the normally applicable interest rate is less than

transferable or assignable, and may be withdrawn or modified at any time prior to Lender's receipt of the above fully signed documents.

Final Agreement. The persons and entities signing below ("Party", or collectively, the "Parties") acknowledge and agree that each Party's execution of this Agreement constitutes acknowledgment that such Party (i) agrees that there are no oral agreements relating to this Credit (this "Loan"), (ii) agrees that agreements will be binding upon Lender only if in writing and signed by Lender, and (iii) acknowledges receipt of the following Notice, and to the fullest extent allowed by law, agrees to be bound by the terms of this Agreement and this Notice:

NOTICE: THIS DOCUMENT AND ALL OTHER DOCUMENTS RELATING TO THIS LOAN CONSTITUTE A WRITTEN LOAN AGREEMENT WHICH REPRESENTS THE FINAL AGREEMENT BETWEEN THE PARTIES AND MAY NOT BE CONTRADICTED BY EVIDENCE OF PRIOR, CONTEMPORANEOUS, OR SUBSEQUENT ORAL AGREEMENTS OF THE PARTIES. THERE ARE NO UNWRITTEN ORAL AGREEMENTS BETWEEN THE PARTIES RELATING TO THIS LOAN.

Time is of the Essence. Time is of the essence in the performance of the Agreement.

Please sign and return this original letter to: **Wells Fargo Bank, National Association**, BBSG Boise Loan Ops, PO Box 8203, Boise, ID 83707-2203. If you have any questions, please contact me at (951) 817-2874. For future reference, please send all correspondence to the Lender to the following address: BBSG Boise Loan Ops, PO Box 8203, Boise, ID 83707-2203.

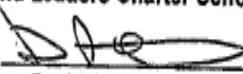
Wells Fargo Bank, National Association

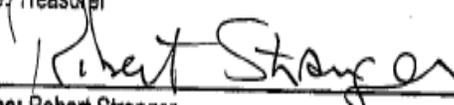
By: _____
Name: Nicholas L Wells
Title: Vice-President
Date: September 26, 2013

Borrower Acknowledgment and Acceptance:

By signing below, and intending to be legally bound, Borrower acknowledges receipt of the Agreement, including the Disclosure and Related Documents, and agrees to the terms and provisions contained in them, including without limitation the prepayment terms described in the Prepayment section of this Letter, if any. Borrower represents and warrants that the primary business address is 12375 CALIFORNIA ST, YUCAIPA, CA 92399.

Inland Leaders Charter School

By:  _____
Name: David Anderson
Title: Treasurer

By:  _____
Name: Robert Stranger
Title: Board President

Inland Leaders Charter School Financial Policies and Procedures

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure and accounting for public funds. These Policies and Procedures may need to be modified as the School continues to develop.

PURCHASES

1. All purchases of goods and services shall be consistent with the approved budget. These purchases shall not require Board approved/executed contracts, with the exception of professional consulting services in total annual amounts greater than \$10,000.
2. Contracts
 - a. All professional consulting services shall be provided for under a consulting agreement.
 - b. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. In general, contracts exceeding \$10,000 shall be let after a bidding process of sufficient duration to ensure competition. However, the Director may make a finding to the Board for sole sourcing a contract exceeding \$10,000; in this case, the Board may approve the contract in arrears at the time of contract execution.
 - c. Bid tabulations shall be presented to the Board along with a recommendation for action. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.
3. Invoices
 - a. Invoices under \$5,000 must be approved by the Director.
 - b. Invoices of \$5,000 or more must be approved by the Director and one of the following authorized positions: Board Treasurer or Board Chairman.
4. Credit Card Usage: The use of School credit cards shall only be allowed to support necessary purchases. Credit card limits should not exceed \$30,000. The following procedures need to be followed in regards to credit card purchases:

--Only Administration, Business Manager, Purchasing Clerk, and Lead Custodian will be issued a credit card for use on school purchases.
The following limits apply to the positions listed:
Executive Director: \$30,000 / one item: \$15,000

Revised 08/26/2013

Other school administrators (principals/ directors): \$5,000

Business Manager: \$30,000/ one item: \$15,000

Lead Purchaser: \$20,000/ one item: \$10,000

Lead Custodian: \$500

–All credit card purchases over \$5,000 require prior approval by the Executive Director and one other board member registered as a bank signer.

–All credit card purchases need to retain original receipts to verify the purchase.

–If an original receipt is lost, then a “Missing Receipt” form is filled out and must be reviewed and approved by the Board Treasurer.

–All purchases will be reviewed by the Board Chairman or Board Treasurer to monitor appropriate use of the cards.

–All balances on the credit cards need to be paid in full each month to eliminate any finance charges.

5. Employee Reimbursements: Business use of cell phones shall be reimbursed. Under no circumstances shall alcohol be reimbursed for Business meal reimbursements. Employee reimbursements require prior authorization by the Director for the purchase of items in excess of \$50 or a total reimbursement exceeding \$150.
6. Personal Use of School Funds: Use of School funds for personal use is absolutely prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal from the Board.

BANKING

1. General Checking Account

- a. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments.
- b. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the Director, Board Chairman, or Board Treasurer. Checks above \$5,000 must be signed by two authorized signatories.
- c. A petty cash account shall be set up through the local bank to support the School cash needs. A total limit of \$400 shall be used and distributed amongst the campuses. It must be stored in a locked box and money will be reconciled monthly by Business Clerks with oversight by Business Manager. Director approves all Petty Cash Reimbursement receipts and Petty Cash Reconciliations monthly.

Revised 08/26/2013

TRAVEL POLICIES

1. Employee Mileage Reimbursement
 - a. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for pre-approved business related travel. In addition, parking fees and tolls paid are reimbursable if supported by receipts.
 - b. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

OTHER PRACTICES

1. Budget Adoption: A balanced budget shall be adopted by the Board of Trustees of Inland Leaders Charter School no later than June 30 prior to the start of each new fiscal year. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.
2. Audit
 - a. An annual audit by an outside firm shall be performed each year on the close of the prior year's books. The audit shall be performed in advance of the December 15 statutory audit deadline. The audit shall include, but not be limited to, (1) an audit of the accuracy of School's financial statements, (2) an audit of the School's attendance accounting and revenue claims practices, and (3) an audit of the School's internal controls practices.
 - b. If the School receives over \$300,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit firm shall be on the State approved list of school auditors.
 - c. At the conclusion of the audit, School Administration will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.
3. Board Meetings: The Board shall review monthly financial statements (cash flow, and profit & loss) at monthly Board meetings. The Board shall also review and approve the monthly check registers from the General Checking Account.
4. Conflict of Interest: Any Board member with a financial interest in a matter presented to the Board, shall fully disclose such interest prior to Board discussion on the issue and shall excuse themselves from the discussion and voting on the matter. The Board shall develop a more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Government Code 1090 and the Fair Political Practices Act.
5. Payroll

Revised 08/26/2013

- a. New Employees: Requests for new employees shall be initiated by the Director and be consistent with the approved annual personnel budget. New employees shall complete an *Application for Employment* and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law. Fingerprint clearance must be received by the School before any employee may start work.
 - b. Employees shall accrue vacation and sick leave time based on the personnel policy of Inland Leaders Charter School. Employees shall be required to provide at least two weeks advanced notice to supervisors for a vacation request.
 - c. Timekeeping (for hourly staff): The Director shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.
 - d. Authorized timesheets shall be collected and processed by the Business Department. The processing of payroll shall follow all Federal and State Labor Laws requirements.
6. Independent Contractors: The School shall only engage independent contractors if all of the following practices are followed:
- a. The expense is within the approved budget or separately authorized by the Board;
 - b. The contractor provides proof of adequate insurance if necessary for the type of work being contracted;
 - c. IRS rules are followed regarding classification of staff as contractors versus employees; and
 - d. Independent Contractors involved with consistent direct contact of students will also be fingerprinted and TB tested before they start work.
 - e. The work is done under contract.

7. Capitalization and Depreciation:

The School will capitalize and depreciate all assets costing \$5,000 or more. All other assets are charged to expense in the year incurred.

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related

Revised 08/26/2013

amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

8. Disposal of Surplus Property and Donations:

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential donee organizations shall include: (1) the donee organization is fully independent of the School, with none of the School's Board members or key personnel involved in the donee organization; and (2) the donee organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the donee organization for the donated property, and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

Property Acquired with Federal Grant Funds

If the property in question cost \$5,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.

Revised 08/26/2013

APPENDIX T- EDTEC/PAYCHEX



Business and Development Specialists for Charter Schools
www.edtec.com

STATEMENT OF WORK #6
by and between
EdTec Inc. and Inland Leaders

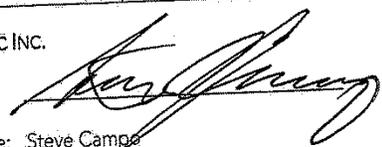
Reference:	Master Services Agreement dated December 11, 2006, by and between EdTec Inc. ("EdTec") and Inland Leaders ("Client" or "IL" or "school").
Term:	July 1, 2013 through June 30, 2014 (the "Term").
Scope of Services:	<p><i>This SOW is subject to the prior or contemporaneous execution by IL and EdTec of SOW #5 with respect to the use by IL of the web-based EdTec School Portal service as contemplated by SOW #5.</i></p> <p>EdTec to provide the following services for the Term, as requested by IL and subject to staff availability.</p> <p>1. PAYROLL BEST PRACTICES TRAINING EdTec to provide IL with supplemental training consisting of back-office operations best practices advice in the following areas:</p> <ul style="list-style-type: none"> • Payroll Setup, Changes and Processing <p>2. BACK-OFFICE CONSULTING EdTec to provide IL with supplemental back-office consulting, consisting of the following:</p> <ul style="list-style-type: none"> • Client Manager: <ul style="list-style-type: none"> o Budgeting, Forecasts, Cash Flow Assistance o Customized Financial Analysis, Financial Issues Advice / Assist o Government Financial Reporting Advice / Assist o Miscellaneous Business Consulting • Accounting Specialist: <ul style="list-style-type: none"> o Review & Assist with Month-End Close, Identify Issues o Troubleshooting Issues, Ad Hoc Support / Q&A o Audit Schedule and Reconciliation (year-end accruals, deferred revenues, etc.) • Payroll Specialist: <ul style="list-style-type: none"> o Ad Hoc Support / Q&A
Excluded Services:	Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of items or of curriculum materials, printing and graphic arts, grant-writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish

[Signature]
EdTec Client

EdTec Inc. 1410A 62nd Street, Emeryville, CA 94608 Phone: 510.663.3500 Fax: 510.663.3503

	<p>the included services, Special Ed administration, testing, assessment, compliance with NCLB, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p>
<p>Compensation:</p>	<p>Supplemental Services for July 1, 2013 – June 30, 2014: EdTec will provide up to 75 hours of supplemental support at the discounted blended hourly rate of \$100/hour. Supplemental Services fees are invoiced monthly, as the services are performed.</p> <ul style="list-style-type: none"> • Ad Hoc Hourly Supplemental Support for July 1, 2013 – June 30, 2014, in excess of the seventy-five (75) support hours provided above, is available at the following discounted hourly rate table: <ul style="list-style-type: none"> ○ Administrative Support: \$50/hour ○ Accounts Payable Specialist: \$75/hour ○ Payroll or Accounting Specialist: \$90/hour ○ Attendance Data Specialist: \$115/hour ○ Business Manager: \$140/hour • Consulting: Should you desire additional services not in the above scope, we would be pleased to provide these, subject to staff availability, at a discounted fee of \$140/hour (travel time is billed at ½ of this hourly rate). Typical additional services that are not in the above scope are grant writing, charter writing and the implementation of computer systems or computerized Student Information Systems. Again, this rate includes normal phone, copying and incidental costs. Additional costs would include mileage reimbursement for travel, overnight delivery charges and pre-approved out-of-pocket expenses. • Fee Increases: EdTec reserves the right to increase the fees payable under this Statement of Work by up to 5% upon the conclusion of the Initial Term and each Renewal Term. EdTec will provide written notice of a fee increase at least thirty days prior to the expiration of the Initial Term or then-current Renewal term, as applicable. • Payment Terms: All fees payable to EdTec must be received by EdTec within thirty (30) days of the date of invoice. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty days past due.
<p>School Obligations:</p>	<p>EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.</p>


 EdTec Client

Termination:	Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, (b) if Client does not open by September 30, 2013, or (c) upon any revocation of Client's charter. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.
EDTEC INC. By:  Name: Steve Campo Title: President & CEO Date: <u>7/2/13</u> 1410A 62 nd Street Emeryville, CA 94608 Fax: 510.663.3503	INLAND LEADERS By:  Name: <u>Mike Gordon</u> Title: <u>Exec. Director</u> Date: <u>7-1-2013</u> Address: <u>12375 California St.</u> <u>Yucapa, CA 92399</u> Phone: <u>909-446-1100</u> Fax: <u>909-446-1125</u>

EdTec Client

Estimated Fee Schedule for Major Markets

Inland Leaders Charters		Date:	5/14/2012
		# Active Employees:	73
		Total # of screens per year (background services):	0
Presented by Aimee Nance and Mike Wales		Frequency:	SemiMonthly 24
Processing Charges			Cost/yr (est)

Paychex HR Solutions Administrative Fee:							\$1,727.25
Average Per Employee Per Month:		\$	47.32				
	Base Fee:	\$333.50	26-50: \$18.75	125-200: \$10.00	601+:	\$9.70	
	1-10 Employees:	\$21.65	51-75: \$18.25	201-275: \$9.90			
	11-25 Employees:	\$19.25	76-124: \$17.50	276-600: \$9.80			

Included in the Paychex HR Solutions ASO Fee:

- ◆ Payroll processing services including •general ledger •direct deposit •Readychex •check signing •W2's •ReportWriter •Preview Hosting Service
- ◆ Tax and reporting services including •Taxpay •benefit time reporting •new hire reporting •workers' compensation reporting
- ◆ Garnishment administration including •calculations •electronic capture and payment
- ◆ Retirement services administration including •custom 401(k) •profit sharing design
- ◆ Benefits administration including •premium only plans •flexible spending accounts •COBRA •benefit enrollment meetings
- ◆ Human resource services including •employee assistance program •HR newsletter •state unemployment insurance •management manuals
- ◆ Handbook services including •custom handbook design •ongoing state and federal updates •Spanish translation and printing
- ◆ Human Resource representative for •job descriptions •compensation surveys •HR seminars •compliance evaluations •HR support and direction
- ◆ HRIS system for •online administration of various benefits
- ◆ Safety and loss control including •OSHA compliance consultation •custom safety manual •workplace safety consultation •ongoing safety training programs

Paychex Expense Manager	\$	30.00	Per Processing Fee	0	# of users	\$0.00
Delivery		10.5				\$10.50
Split Delivery		\$10.00	per extra location	0	# locations	N/A
Additional Reports		\$10.00	per report, per proc.	0	# reports	N/A
Quarter/Year End Report Delivery		\$13.50	per quarter			\$54.00

Non Profit Discount -\$587.27

Estimated Cost Per Processing** \$1,150.49
Total Estimated Annual Processing Cost* ~~\$27,665.64~~

Conversion Charges							\$3,250.00
Payroll Conversion, Software Installation and Training (up to 8 hours on-site), Paychex HR Solutions ASO Setup							\$3,250.00
Paychex Expense Manager Setup Fee		\$					-
Preview Hosting Service Setup Charges		\$					-
Additional Training	\$45.00	per hour		1	# hours		N/A
Time and Attendance or Other Interface (quoted on analysis)							N/A
Sales Tax on Conversion Charges (if applicable)					Billing Address State FL		N/A
Total Conversion Charges							\$3,250.00

* These totals do not include sales tax, if applicable.
 **Additional payrolls outside normal pay frequency will be charged normal per check fees.

Proposal valid for 60 days. Prices subject to change with advance notification.
 Processing fees based on estimate of active employees and/or participants. Exact amount of bill may vary based on actual numbers.

Please initial here to indicate your understanding and agreement with this proposal: 

Sales Representative: _____

Prepared for:
Inland Leaders Charter School
Paychex Premier™ HR
Your On-Site HR support
73 employees paid semi monthly
\$2,303 per month $\times 12 = 27,636.00$

Payroll Processing	Included
<i>Direct deposit, tax pay, garnishments, new hire reporting, etc.</i>	
<i>Year end W-2's and state quarterly filings included at no charge</i>	
On-Site HR Support	Included
<i>A designated On-Site HR Advisor in California</i>	
<i>Proactive HR planning & hands on guidance on management practices</i>	
<i>Employee Handbook development & legal updates</i>	
<i>Personnel File and I-9 audit</i>	
<i>Guidance on employee issues - Corrective actions, documentation, termination</i>	
<i>Job Description & Performance Appraisal development</i>	
<i>Assistance with policy changes & employee announcements</i>	
<i>Direction with developing hiring/recruiting processes</i>	
Additional Human Resource Services	Included
<i>On-site benefit enrollment meetings</i>	
<i>Federal & State posters and updates</i>	
<i>State Unemployment claim responses</i>	
<i>Receive updates on upcoming state law changes</i>	
On-Site HR Workshops/Trainings	Included
<i>Labor Law for Managers, Hiring Practices, Diversity, Customer Service,</i>	
<i>Effective Termination & Discipline, New Hire Orientation, Wage & Hour,</i>	
<i>Non-Harassment for Managers, Non-Harassment for Employees</i>	
Workplace Safety Compliance	Included
<i>Designated OSHA Safety Advisors for Corp. Officers & managers.</i>	
<i>Safety Hotline/Safety Manual Administration/Training Resources</i>	
Employee Benefits	Included
<i>401k Retirement Plan Administration (integrated w/ payroll)</i>	
<i>Section 125 (flexible spending account)</i>	
<i>Employee Assistance Program</i>	
Paychex HR Online	Included
<i>Access to employee handbook, emergency contacts, HR forms & benefits</i>	
<i>Auto reminders for employee events (benefit enrollment, performance review)</i>	
Implementation Fee *can be spread over 3 months	\$3,250

APPENDIX U- FACILITIES

LETTER FROM CHC REGARDING THE USE OF THEIR FACILITY



PRESIDENT'S OFFICE
CRAFTON HILLS COLLEGE

A Campus of the San Bernardino Community College District

June 19, 2014

Dr. Corey Loomis, Director of Educational Services
Inland Leaders Charter School
12375 California Street
Yucaipa, CA 92399

RE: Crafton Leaders Collegiate Academy

Dear Dr. Loomis:

This letter is provided in support of allocating facility space at Crafton Hills College for the Crafton Leaders Collegiate Academy (CLCA). This agreement is planned to be finalized during the summer-fall 2014 and official lease/rental agreements will be provided to the Yucaipa-Calimesa Joint Unified School District at that time. Crafton Hills College and CLCA have worked together on an appropriate area of the campus and the facility will provide a safe and clean environment. Crafton Hills College is excited to offer its available space in order to support quality instructional programs in this area. A map of the facilities that are being considered are attached for your review. If you have any questions, please feel free to contact me.

Kind Regards,

Cheryl A. Marshall, Ed.D.
President

CAM:cs

CAMPUS DIRECTORY



Map Updated December 2011

-  **ATM**
-  **Bus Stop**
-  **Nurse's Station**
-  **Police/Security**
-  **Visitor Parking**

 **Parking Permits (Daily)**
 Parking permits/decals are required to park in all parking lots and on all college streets.
 Daily parking permits available in all lots.
 Parking in disabled stalls requires a valid California disabled placard and a valid SBCCD parking permit/decals.

 **Smoking Areas**
 This is a smoke-free campus. Smoking in non-designated areas or buildings may result in the issuance of a citation (Board Policy #3570; Government Code #7597).

District Police (909) 389-3275

1 AQUATIC CENTER..... AC	11 LEARNING RESOURCE CENTER.....LRC Copy Center Gallery Lecture Hall Library
2 ATHLETIC FIELD..... AF	12 MATH & SCIENCE ANNEX..... MSA
3 BC CLASSROOM BUILDING.....BC	13 MAINTENANCE & OPERATIONS/ SHIPPING & RECEIVING
4 BOOKSTORE.....BK	14 OCCUPATION EDUCATION 1..... OE1
5 STUDENT CENTER/CAFETERIA.....SCC Student Senate	15 OCCUPATION EDUCATION 2.....OE2
6 CL CLASSROOM BUILDING.....CL Financial Aid	16 PERFORMING ARTS CENTER.....PAC
7 CHEMISTRY/HEALTH SCIENCES..... CHS	17 STUDENT SERVICES A.....SSA Admissions & Records EOPS
8 CHILD DEVELOPMENT CENTER..... CDC	18 STUDENT SERVICES B.....SSB Counseling Health & Wellness Center Disabled Student Services
9 GYMNASIUM..... G POLICE	19 TENNIS COURTS..... TC-CRTS
10 LABORATORY/ADMINISTRATION.....LADM Campus Business Office Parking Permits (Semester/Annual)	



Exploring Common Ground: The Educational Promise of GIS

Effective use of geographic information systems (GIS) involves more than just clicking buttons to create a map. In a school setting it means engaging in active learning, with significant thinking required. GIS can mean more to education than just "having a source of maps." GIS can affect the whole educational experience, for students, teachers, and the community. This summary describes some of the broader requirements, possibilities, and implications.

I. GIS can play a role in educational reform.

- A. GIS can be an effective tool to promote change and growth for students, teachers, skill development, classroom organization, instructional methodology, curricular content, and community participation, all at the same time
- B. The software and the data do not contain or present "the" answer. People define answers according to the questions they ask and the parameters they establish. GIS provides methods with which to explore alternative responses for specific problems and situations. Users still need to define what constitutes a satisfactory answer to their question. Critical thinking plays a primary role in using GIS effectively. Explorations thus involve profound challenge for learners.
- C. Students and teachers can both be active learners at the same time. By developing new skills and exploring new understandings of a variety of topics, teachers can model for students the process and value of lifelong learning.
- D. Because the computer is a powerful tool for exploring similar content through divergent paths, students engaged in GIS can progress in varied ways, in a style and at a pace more appropriate for their individual interests, strengths, and needs. Active exploration with GIS can more easily match the multiple modes of information access which different students need, while still affording each the chance to contribute to group activities and providing each a powerful opportunity for constructing individual visions of the world.
- E. Assessment of student progress, achievement, or development can be accomplished in multiple fashions, in ways that are appropriate to the students' interests, the school curriculum, and the community needs.
- F. Using GIS can help students and teachers become more involved as local community participants and global citizens. Partnering with other GIS users from the community enacts the "community as classroom" concept. Students, schools, and the community all benefit as each pays closer attention to the needs of the others.

Exploring Common Ground: The Educational Promise of GIS, page 1

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II. GIS is a vocational tool

- A. GIS helps develop basic computer literacy.
- B. Effective use of GIS provides integrated training in the process of research, including data gathering and preparation, storage, analysis, and presentation.
- C. Long-term partnering including student internships may be available through GIS- using operations in the local community.
- D. GIS activities provide actual training for many careers. GIS is a tool for the 21st century.

III. GIS engages and exercises multiple capacities and intelligences

- A. Critical thinking (ability to analyze, synthesize, and evaluate)
- B. Logical-mathematical intelligence
 - 1. Numeracy (ability to interpret and use numbers and numeric skills)
 - 2. Technological capacity (ability to understand and use tools which facilitate acquisition, processing, and transfer of information)
- C. Linguistic intelligence
 - 1. Literacy (ability to interpret and present information in word form)
 - 2. Graphicacy (ability to read and use visible symbols)
- D. Spatial intelligence
 - 1. Map literacy (ability to transform real life into a mental or visual picture, or vice versa, at multiple scales)
- E. Interpersonal intelligence
 - 1. Communication (ability to transfer effectively to others through multiple modes of representation the information and knowledge gleaned through the investigative process)

IV. GIS relies on and fosters a mindset of exploration

- A. Effective users have a disposition for discovery learning.
- B. Effective users look for new possibilities.
- C. Effective users explore multiple views of a single issue or set of information.
- D. Effective users recognize that there is rarely a "right answer" to a given question or problem.
- E. Effective users make mental leaps, involving both direct iterations (multiple slight variations on a single theme) and "inspired explorations" (divergent, creative thinking).
- F. In effective situations, the teacher is a facilitator who models lifelong learning, rather than simply being a deliverer of information. Students and teachers can collaborate in their explorations.

- V. GIS relies on and promotes finding information and knowing what to do with it**
- A. Effective users are able to identify appropriate types and sources of information needed to solve a problem.
 - B. Effective users integrate information from multiple sources and of multiple types.
 - C. Effective users recognize that appropriate use of any given data includes understanding the nature and quality of the data. Effective users can identify factors which affect the quality of data and know how to match data and task appropriately.
- VI. GIS relies on and promotes spatial awareness**
- A. Effective users see patterns in actual landscapes and symbolic representations.
 - B. Effective users ask iterative questions to describe and explain spatial patterns.
 - C. Effective users explore patterns identifiable across a range of data sources and different types of representations.
 - D. Effective users integrate data at multiple scales and identify patterns and processes at and across a range from macro to micro.
- VII. GIS relies on and promotes computer literacy**
- A. File management (critical skill)
 - B. Database manipulation (critical skill)
 - C. Spreadsheet operation
 - D. Graphics tool use
 - E. Using remotely sensed data such as satellite imagery and aerial photos
 - F. Accessing the Internet for data
 - G. Using presentation software
 - H. Producing multimedia projects
 - I. Integrating additional technologies such as Global Positioning Systems
- VIII. Using GIS effectively requires knowing how to make the GIS software perform particular tasks.**
- A. Effective users learn, over time, how to make the software do what they want.
 - B. Effective users take advantage of different levels of software capacity. Some needs and tasks are more complex than others; some tools are more broadly applicable than others. Effective users learn to employ fundamental tools early, and add to their tool-using skills over time.

SUMMARY

What this all means is that GIS can be a powerful ally in the effort to enhance education. Students and teachers can work together to build a coherent framework for information about the world. The community can share in the process of providing educational experiences, and can gain from intelligence provided by the students. The focus on collaboration between students, teachers, school, and community can provide significant long-term benefit for all.

Individually, students can benefit from increased attention to their strengths and weaknesses. The potential to relate schoolwork with explorations from everyday life can add powerful connections for students constructing their own views of the world. Engaging GIS in multiple grade levels and disciplines can yield an uncommon synergy in a setting too often fractured.

This is the vision and expectation built from early explorations of GIS in the K-12 classrooms. Because of the speed with which this technology has burst on the scene, these descriptions are not supported by exhaustive studies. Similarly, because of the complexity involved, it has not been proven beyond all doubt that students and teachers who engage GIS develop the desirable traits noted above where such traits did not exist before. Rather, this is the view of individuals who have gained sufficient background with both the technology and the challenges of elementary and secondary education. As with much of education, the results may not be clear for years. But, given the current anecdotal evidence, there is strong reason to believe these positive statements are true for all students.

Finally, as technology brings us all ever closer to each other, it seems only too obvious that there is a need to understand more fully the changing relationships between people and places around the planet. We share many parts of our existence, and need to explore our common ground.

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ESRI Schools and Libraries
e-mail: k12-lib@esri.com
web: <http://www.esri.com/k-12>

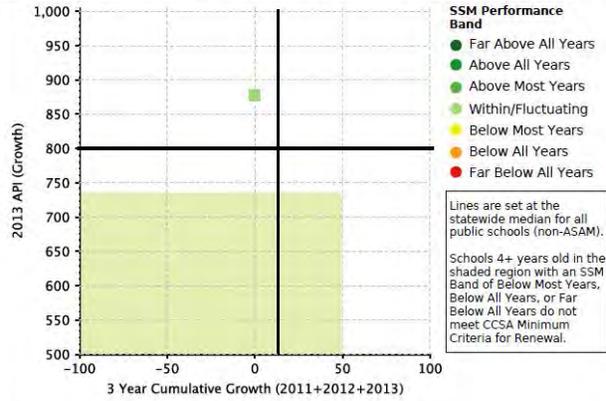
Exploring Common Ground: The Educational Promise of GIS, page 4

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APPENDIX W- MISCELLANEOUS

 California Charter Schools Association		2013 Academic Accountability Report Card		06/20/2014																																
School: Inland Leaders Charter School																																				
General School Data		General School Data																																		
CDS Code: 36-67959-0114256 Primary Contact: Mike Gordon Phone: (909) 446-1100 Address: 13456 Bryant Street Yucaipa, CA 92399 Grades Served: K-8 School Type: ELEMENTARY		<table border="0"> <tr> <td>Number of Valid 2013 STAR Test Scores:</td> <td style="text-align: right;">512</td> <td>% African American:</td> <td style="text-align: right;">1</td> </tr> <tr> <td>% of Free/Reduced Price Meal Eligible Students:</td> <td style="text-align: right;">24</td> <td>% American Indian/AN:</td> <td style="text-align: right;">0</td> </tr> <tr> <td>% of English Language Learners:</td> <td style="text-align: right;">2</td> <td>% Asian:</td> <td style="text-align: right;">1</td> </tr> <tr> <td>% of Students with Disabilities:</td> <td style="text-align: right;">5</td> <td>% Filipino:</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Average Parent Education:</td> <td style="text-align: right;">3.6</td> <td>% Latino/Hispanic:</td> <td style="text-align: right;">20</td> </tr> <tr> <td>% of Parent Education Responses Received:</td> <td style="text-align: right;">98</td> <td>% NH/Pacific Islander:</td> <td style="text-align: right;">0</td> </tr> <tr> <td></td> <td></td> <td>% White:</td> <td style="text-align: right;">77</td> </tr> <tr> <td></td> <td></td> <td>% Two or More Races:</td> <td style="text-align: right;">0</td> </tr> </table>			Number of Valid 2013 STAR Test Scores:	512	% African American:	1	% of Free/Reduced Price Meal Eligible Students:	24	% American Indian/AN:	0	% of English Language Learners:	2	% Asian:	1	% of Students with Disabilities:	5	% Filipino:	1	Average Parent Education:	3.6	% Latino/Hispanic:	20	% of Parent Education Responses Received:	98	% NH/Pacific Islander:	0			% White:	77			% Two or More Races:	0
Number of Valid 2013 STAR Test Scores:	512	% African American:	1																																	
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% of Parent Education Responses Received:	98	% NH/Pacific Islander:	0																																	
		% White:	77																																	
		% Two or More Races:	0																																	
School Renewal & Authorization		% of Student Retention from October 2012 to 2013 STAR Testing: 97																																		
Charter Start Date: 08/27/2007 Authorizer: Yucaipa-Calimesa Jt. Unified School District Charter Expiration Date: 06/30/2015 Number of Years Old: 6		Note: The above data are publicly reported to the California Department of Education through the 2013 STAR Program student answer documents. They are used for the calculation of schools' Similar Students Measure (SSM) - see page 2.																																		
What's Inside This Report																																				
Page 2: CCSA Accountability Framework		Page 3: SBE Revocation Regulations																																		
<p>The CCSA Accountability Framework measures three elements of your school's performance: academic status (API score), growth over time (cumulative API growth over the past three years), and comparison to similar student populations (Similar Students Measure, or SSM).</p> <p>- Schools are divided into 4 quadrants based on whether their API and cumulative growth scores place them above or below the statewide average - these are the status and growth metrics.</p> <p>- Schools are also categorized into SSM Performance Bands based on whether they perform below, within range of, or above a predicted score based on student background - this is the comparison metric (See more detail on page 4).</p> <p>Schools must meet at least one of the following CCSA minimum criteria for renewal (this framework only applies to schools that are 4 years and older, have at least 50 valid test-takers, and are not ASAM or alternative schools):</p> <ul style="list-style-type: none"> • API at or above the 25th percentile of all non-ASAM California schools (744) • 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth) • Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years 		<p>In 2010, the State Board of Education adopted regulations that would allow them to initiate a process of potential revocation if a school is below certain level of performance. They only apply to non-ASAM schools five years and older. If a school five years and older has both of the following, it could be identified for potential revocation by the SBE:</p> <ul style="list-style-type: none"> • API Statewide Rank in the first decile for both of the prior two years • 3-year cumulative API growth less than 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth) <p>The revocation process would trigger a review where the school would be called to present additional performance data to demonstrate additional value-add to students' educational experience. SSM results would guide CCSA support in the event of revocation implementation.</p>																																		
Summary of School Results																																				
Meets CCSA Minimum Criteria for Renewal? <i>(Options: Above, Below, Not Applicable)</i>		Above or Below SBE Revocation Regulations? <i>(Options: Above, Below, Not Applicable)</i>																																		
ABOVE OR BELOW MINIMUM CRITERIA?		Above	ABOVE OR BELOW REVOCATION CRITERIA?																																	
			Above																																	
Generated by illuminate Education™, Inc.																																				

CCSA Accountability Framework: Status, Growth, & SSM



CCSA Minimum Criteria for Renewal

	School Result
2013 API (Growth):	878
3-Year Cumulative API Growth:	0
SSM Performance Band:	Within/Fluctuating
ABOVE OR BELOW MINIMUM CRITERIA?	Above

My school is 6 years old. Minimum criteria only apply to schools 4 and older.

Definition of CCSA Minimum Criteria for Renewal: Schools four years and older must meet **at least one** of the following in order to qualify for CCSA support at renewal:

- API score at or above the 25th percentile for California schools
- 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth)
- Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

More Detail: SSM Performance Band

Academic Year	Annual Result (Far Above, Above, Within, Below, or Far Below)
2010-2011:	Within Predicted
2011-2012:	Above Predicted
2012-2013:	Within Predicted

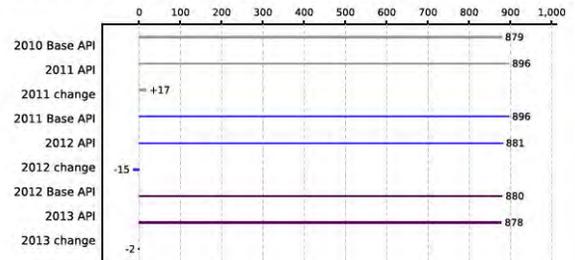
SSM Performance Band: Within/Fluctuating

SSM Performance Bands: Statewide Breakdown



See page 4 of this report for a description of the Similar Students Measure.

More Detail: 3-Year Cumulative API Growth



School: Inland Leaders Charter School

State Board of Education Revocation Regulations

Criteria for revocation eligibility (only applies to non-ASAM schools 5 years and older): Statewide rank of 1 over the past two years and 3-year cumulative growth under 50 points

Criteria	School Status
Does it apply? (i.e., Is my school non-ASAM, 5+ years?)	Yes
Statewide Rank 2010-11	9
Statewide Rank 2011-12	8
3-year Cumulative API Growth	0
Above or below revocation criteria:	Above

If you have any questions on the material presented in the CCSA Academic Accountability Report Card, please email:

accountability@calcharters.org

For more information on the CCSA Accountability Framework, please visit

<http://www.calcharters.org/advocacy/accountability/>



2012-13 School Quality Snapshot
Inland Leaders Charter
 Yucaipa-Calimesa Joint Unified
 12375 California St., Yucaipa, CA 92389

Grades Offered: K-8
 Enrollment: 756
 Charter: Yes
 Title I Funded: No
 CDS Code: 36-67959-0114256

CST English-language Arts Results (percent proficient and above)

California's Academic Performance Index (API)

2013 Growth API	878
Growth from Prior to Current Year	-2
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2012 Base API State Rank	8
2012 Base API Similar Schools Rank	9

API Subgroup Performance - 2013 API Growth

Subgroup	Met Target	Growth
African American or Black	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	Yes	0
Native Hawaiian or Pacific Islander	--	--
White	Yes	-6
Two or More Races	--	--
English Learners	--	--
Socioeconomically Disadvantaged	Yes	-32
Students with Disabilities	--	--

Green = Student group met target
 Red = Student group did not meet target
 Blue = Student group is not numerically significant
 -- = Not enough students to report

CHART LEGEND:
■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test CDS: County-district-school
 School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2012-13 Enrollment by Race/Ethnicity

2012-13 Subgroup Enrollment

English Learners	1%
Socioeconomically Disadvantaged	22%
Students with Disabilities	4%

CST Mathematics Results (percent proficient and above)

Average Class Size

CST Science Results (percent proficient and above)

California Department of Education
 Report (v2.a) Generated: November 21, 2013

Tom Torlakson
 State Superintendent of Public Instruction

Please visit the following Web page for more information: <http://www.cde.ca.gov/snapshot/>

Page 1



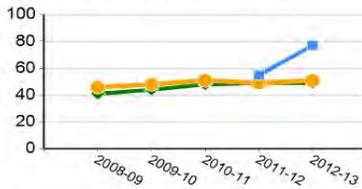
2012-13 School Quality Snapshot

Inland Leaders Charter

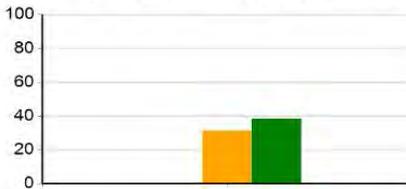
Yucaipa-Calimesa Joint Unified
12375 California St., Yucaipa, CA 92399

Grades Offered: K-8
Enrollment: 756
Charter: Yes
Title I Funded: No
CDS Code: 36-67959-0114256

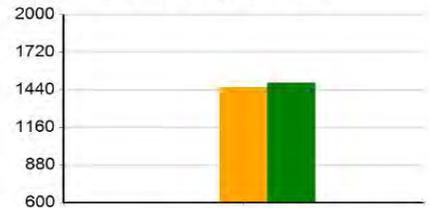
CST History/Social Science Results (percent proficient and above)



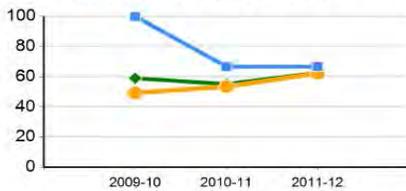
Percentage of 2011-12 Graduates Meeting University of California "a-g" Requirements



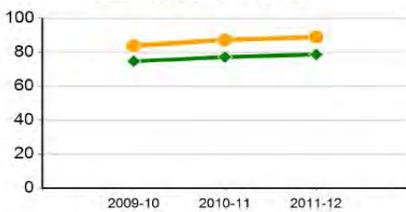
2011-12 Average SAT Score



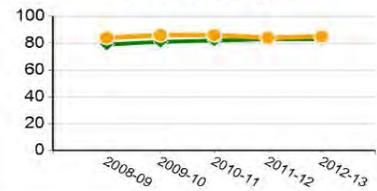
Percentage of English Learners Making Progress in Learning English



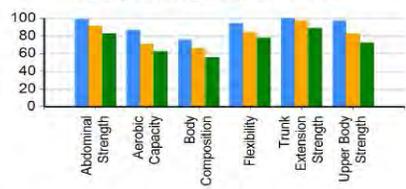
Cohort Graduation Rate*



CAHSEE English-Language Arts Grade 10 Passing Rate



Percentage of Students in the Healthy Fitness Zone in 2011-12



2011-12 Suspensions and Expulsions as a Percentage of Enrolled Students

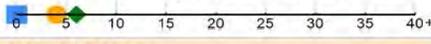
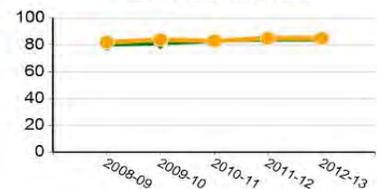


CHART LEGEND:
 ■ SCHOOL ● DISTRICT ◆ STATE

* Only three years of data are available
 CAHSEE: CA High School Exit Examination
 CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

CAHSEE Mathematics Grade 10 Passing Rate



PUBLIC BROCHURE



serving
the
community

Key ILCA Highlights:

- ◆ Free public high school
- ◆ Leadership and character development
- ◆ Caring, friendly staff that will know your student's name
- ◆ Small, flexible learning environment
- ◆ Average class size of 25 or less
- ◆ Access to college classes
- ◆ No CHC tuition
- ◆ No CHC book fees
- ◆ Earned college credit counts toward high school graduation requirements as well
- ◆ 21st century teachers and curriculum

Beyond the Limits



Crafton Leaders
in partnership with



for more information please call
909-446-1100
or visit our website
www.craftonleaders.com

Crafton Leaders



**Training the
Leaders**

**Of tomorrow
today**



Crafton Leaders

the big picture:

Going Beyond the Limits

Crafton Leaders will be a new public, independent charter high school in Yucaipa. The focus of ILCA is to provide a world-class education through maximizing students' potential. Students will be challenged by high academic and personal standards and will be developed to be leaders in our community, our state and nation, and globally. ILCA is partnering with Crafton Hills College (CHC) to provide access to high quality college courses to students that are ready for a higher academic challenge. All students will have an opportunity to gain various important college experiences.



Looking For a school to Inspire?

"Innovation distinguishes between a leader and a follower."
—Steve Jobs



Curriculum

Students will have the opportunity to engage in curriculum that is designed to meet their interests and career path through college course work, digital providers and on site teachers.

Personalized Instruction

Teachers will be high-quality state credentialed, family friendly teachers trained in the mastery learning system. Class sizes will remain small to accommodate a personalized education.

Where?

The school will be located at the beautiful Crafton Hills College in a world class setting.



Schedule

Students will attend the school Mondays through Fridays for 188 days a year from **7:45 AM to 2:45 PM** exceeding the state instructional minutes. 9 Days will be set aside for community service.

Enrollment

ILCS is a free public school and therefore enrollment will occur in a fair and random manner starting in the spring of 2015. Registration days will be advertised through the local media and other sources.



Who

ILCS will be enrolling 9th through 12th grade students. The school is open to any student. We will offer special education, GATE and ELL programs. 1st generation college graduates are provided a preference. There is no cost or tuition to attend.

Unique

ILCS sets itself apart through its innovative instructional program, technology and student leadership focus. ILCS also highly emphasizes



APPENDIX X- PETITION SIGNATURES

The following pages of signatures represent the interest on the part of parents for their student to attend the school as well as the required number of signatures from teachers who are interested in teaching at the school.

CHARTER SCHOOL TEACHER APPROVAL SIGN OFF
Crafton Leaders Collegiate Academy

Start-up School: Total number of teachers estimated to be employed at the school during the first year of operations: 5

We agree to the contents of the attached charter proposal dated June 1, 2014 and will work toward its implementation. Our signatures indicate that we are teachers meaningfully interested in teaching at the charter school.

#	Teacher's Name (Print)	Signature	Address	Telephone #	Type of Credentials held and Credential #	Exp Date	College Degree held
1	Michael BAREE	<i>Michael BAREE</i>	1810 Hill Street Newport CA	909 999 8705	110101945 Math	7/1/2014	B.S. M.E.
2	Jason Bass	<i>J-C Bass</i>	10505 Mountain View Ave.	951-801-5518	120167595	8/1/2015	B.A.
3	Greene Burge SS	<i>Greene Burge</i>	34775 Harris St Broomont, CA 95024	909 362 5937	190501458 S.S. ELA	10/1/17	B.A.
4	Amanda Stobelle	<i>Amanda Stobelle</i>	939 201 541 Way Broomont, CA 95024	931-767-1172	S.S. Biology	9/1/16	B.S. Biology Masters in Teaching
5	Jennifer Pigo	<i>Jennifer Pigo</i>	31222 Alcazar Newport, CA 95057	(916) 973-8397	ELA	8/1/14	B.A. Liberal Studies
6	Madeleine Puchmaster	<i>Madeleine Puchmaster</i>	509 685 Alcazar Dr Northridge 70554	(820) 831-5116	S.S. Social Science	9/1/18	B.A. Liberal Studies
7	Jessica Cifelli	<i>Jessica Cifelli</i>	11573 Dunbar Pl Broomont, CA 95024	(909) 585 4898	Physical Education	9/1/14	B.A. - Psychology M.Ed. - Education/ Counseling
8							
9							
10							

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yeasop-Callinesa Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a sus(los) estudiante(s) en la Escuela Charter _____ Por lo tanto, los suscritos a esta petición afirman que esta merece consideración y piden que la Junta Directiva Escolar Fundador de dicha escuela para negociar esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Escolar. Esta página de firmas está adjunta a la petición cuando se firma.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1. Melissa Cotton	M Cotton	38000 Terol Ct. Yeasop	909.238.9100	4th	YCSUSD	5/28
2. Allison Calderon	Allison Calderon	1242 2nd Pl. Callinesa Yeasop	709.7795 4852	4th	YCSUSD	5/28
3. Rame Mallas	Rame Mallas	39105 Bowland, Yeasop	909 951.5911	1st / 4th	YCSUSD	5/28
4. Lisa Toloski	Lisa Toloski	P.O. Box 640 Bannockburn, IL 60015	310 569-4652	4th	YCSUSD	5/28
5. Laver Arnold	Laver Arnold	33800 Chapman Heights Rd Apt 114 Yeasop 92399	838-1359	3rd	"	5/28
6. Kamine Tyree	Kamine Tyree	35016 Comberton St Yeasop CA 92359	909 909.9986	3rd/4th	"	5/28
7. Marnie Lopez	Marnie Lopez	36300 Liberty Line Rd Yeasop CA 92359	909 951.2097	3rd	YCSUSD	5/28
8.						
9.						
10.						

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents or lawfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yorlupa-Culmescs Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Los peticioneros que están listados en forma verificaron que son padres de familia con un interés autorizado en inscribir a su(s) estudiante(s) en la Escuela Colaborativa _____ Para lo tanto, los suscritos a esta petición afirman que esta merece consideración y piden que la Junta Directiva del Distrito Fundador de dicho escuela considere para aprobar las enmiendas a esta petición que son necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firma.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1. Heather Spelman	<i>[Signature]</i>	15400 V. TUGERD YUCAIMA	9104 705-205-1	5+9	YHS	5-28-14
2. Brenda Campbell	<i>[Signature]</i>	1811 Fisher of Calmesa	703 553-3202	9	YHS	5-28-14
3. Pradipaljit Khuntia	<i>[Signature]</i>	305745 AVENUE E, YUCAIMA	907 551-0025	7+9	YHS	5-28-14
4. Anneth Perez	<i>[Signature]</i>	13371 RIVERMOUTH BLVD	441- 241-1206	6-47	YHS	5-28-14
5. Malvonne Terry	<i>[Signature]</i>	364 Regent Columna	207-409 7434	9-8-6	YHS	5-28-14
6.						
7.						
8.						
9.						
10.						

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yonkers-Cathoes Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Los peticioneros que aquí están se firman certificando que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter _____ Por lo tanto, los suscritos a esta petición afirman que esta merece consideración, y piden que la Junta Directiva Escolar Provisional de dicha escuela para negociar las emendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firma.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE BY 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBORHOOD DISTRICIT SCHOOL	DATE Fecha
1. WENDY LOPEZ	<i>Wendy Lopez</i>	3516 AVE. E. YONKERS 502-6752	(909) 502-6752	7th	Panorama J.S.	9/28/14
2. ROBERT CHILDERS	<i>Robert Childers</i>	187 WYATLEWOOD DR. CALIFORNIA	(909) 745-2854	7TH	WEST VIEW	9/2/14
3. LORRAINE JAMISON	<i>Loraine Jamison</i>	824 CHALLENGE AVE. ROCKAWAY	(801) 541-6744	7th	WEST VIEW M.S.	5/28/14
4. Susan Najera	<i>Susan Najera</i>	3910 8th Street Dr. Yonkers	909-797-4525	7th	Mesa Verde	9/25/14
5. Sharon Johnson	<i>Sharon Johnson</i>	13170 Dogan Way Los Angeles	951-545-5153	1st	WINDWOOD	5/18/14
6. THYANG LUKE	<i>Thyang Luke</i>	13553 CARMONA ST CROWLEY	(909) 715-4306	1st	WINDWOOD	5/28/14
7. Robert Gray	<i>Robert Gray</i>	11441 Edinboro Rd Yonkers	(909) 445-4900	1st	VAL HOOK	5/28/14
8. Denise Johnson	<i>Denise Johnson</i>	12375 Douglas Avenue Yonkers	(909) 292-2129	1st	WINDWOOD	5/28/14
9. Emma Rodriguez	<i>Emma Rodriguez</i>	11705 Westview Circle Yonkers	(909) 445-4900	5th	Val Hook	5/28/14
10. Cortney Coste	<i>Cortney Coste</i>	5842 Mt Sky Mountain Yonkers	(909) 445-4900	1st	WINDWOOD	5/28/14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yucunga-Culmeca Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Los peticioneros que sigue dan su firma certificando que son padres de familia con un interés sustancial en inscribir a su(s) estudiante(s) en la Escuela Charter _____ . Por lo tanto, los suscritos a esta petición afirman que esta merece consideración y piden que la Junta Directiva Escolar conceda el derecho apropiado para esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo de Liderazgo de la Junta Escolar para negociar los cambios a esta petición que sean necesarios para asegurar la aprobación de la Junta Directiva Escolar. Este página de firmas está adjunta a la petición cuando se firmó.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER number in digits	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado en el año de matrícula	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1. Michael Alvarez	<i>Michael Alvarez</i>	31850 Yucunga Blvd #9	513-281-3858	3 rd /3 rd	Daley	5/28/14
2. Kara Hadley	<i>Kara Hadley</i>	15881 Leaning Creek Dr	907-382-3800	3 rd	Wilmington	5/28/14
3. Jaleel Tarr	<i>Jaleel Tarr</i>	10917 Langue Alley	907-382-2011	2 nd	Colton	5/28/14
4. MARIANNE	<i>Marianne</i>	34645 Cape Cod Ct	907-382-0720	2 nd /1 st	Valley	5/28/14
5. Jennifer Ruffe	<i>Jennifer Ruffe</i>	945 Longwood Dr Colmeca	509 732-0170	1 st /K	Colmeca	5/14/14
6. Rosely Parisi	<i>Rosely Parisi</i>	331 Midon Lane Colmeca CA 92336	951 807-9778	2 nd	Colmeca	5/28/14
7. _____	_____	331 Midon Lane Colmeca CA 92336	951 304-0777	7 th /5 th	Colmeca	5/28/14
8. Denise Allen	<i>Denise Allen</i>	1281 Leaf St, Beaumont 92223	751-922- 2043	7 th 2 nd	Beaumont	5/28/14
9. Kevin Allen	<i>Kevin Allen</i>	1281 Leaf St, Beaumont 92223	751-922- 6043	7 th 2 nd	Beaumont	5/28/14
10. _____	_____	11709 Grandview Way Wilmington	907- 382-1925	3 rd	Wilmington	5/28/14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents (meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yucapica-Callmea Junior Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifiican que son padres de familia con un interés significativo en inscribir a su(s) estudiante(s) en la Escuela Charter. Por lo tanto los suscritos a esta petición afirman que esta merece consideración y piden que la Junta Directiva Escolar del Distrito apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Liderador Esta página de firmas está adjunta a la petición cuando se firma.

NAME Apellido	SIGNATURE Firma	ADDRESS Direccion	PHONE NUMBER number of telefono	STUDENT GRADE IN 2013-2016 SCHOOL YEAR Grado del estudiante	NAME OF MEMBER- THIRD DISTRICT SCHOOL	DATE Fecha
1. Richard M. Smith	<i>[Signature]</i>	18361 Arden Ave Toluca	909-707- 9175	6	ILCS	5-24-14
2. Denise R. Cook	<i>[Signature]</i>	1801 Arden Ave Rowland	909-705- 4246	2	ILCS	5-24-14
3. Anne Heneed	<i>[Signature]</i>	33069 Dale Ave	951-871- 5111	3	ILCS	5-28-14
4. David Hancock	<i>[Signature]</i>	35019 Dale Ave	951-328- 3285	3	ILCS	5-28-14
5. Jasmin Tomplen	<i>[Signature]</i>	3524 Dale Court	907-745- 9171	3	ILCS	5-28-14
6. ALEXANDRA STANWELL	<i>[Signature]</i>	3542 WINDWOOD LN NJ	907-745- 8079	2	ILCS	5-28-14
7. Teri Minkem	<i>[Signature]</i>	34972 WINDWOOD LN NJ	907-745- 9512	1	ILCS	5-28-14
8. Jessica Lynn	<i>[Signature]</i>	12585 2nd St Rowland	909-518- 0000	7	ILCS	5-28-14
9. Cynthia Peterson	<i>[Signature]</i>	33711 CASHWELLH-HOUSE LN	909-745- 5177	6	ILCS	5-28-14
10. ESTOR WHITE	<i>[Signature]</i>	34645 Lane Court	909-518- 5150	8	ILCS	5-28-14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) in the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter meets constitutional and hereby petition the governing board of the Yucca-Colliness Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. (The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.)

Los peticioneros que aparecen abajo se firman verificando que son padres de familia con un interés sustancial en inscribir a su(s) estudiante(s) en la Escuela Modelo Crafton. Por lo tanto, los suscritos a esta petición afirman que este interés constitucional y piden que la Junta Directiva de la Junta Unificada de Escuelas para aprobar el plan de estudios según lo previsto en la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo de Liderazgo a negociar cualquier modificación al plan de estudios necesario para asegurar la aprobación de la Junta Directiva. El formulario de firmas de aprobación de la petición está adjunto a la petición cuando se firmó.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER number of Home	STUDENT GRADE IN 2015-2016 SCHOOL YEAR (Grade: 00)	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1. Sarah Amador	<i>Sarah Amador</i>	4729 100 Ave L, 92380	909 530 4204	7th	Yucca Vie	
2. Sarah Amador Andrew Amador	<i>Andrew Amador</i>	4729 100 Ave L, 92380	909 530 4204	4th	Yucca Vie	
3. Denise Duran	<i>Denise Duran</i>	35099 Greenwood Ln 71339	908 707-7637	2nd	Yucca Vie	6-9-14
4. Heather Sporn	<i>Heather Sporn</i>	35099 Greenwood Ln 71339	951-947983	9th		6-9-14
5. Vanessa Garcia	<i>Vanessa Garcia</i>	1046 Johnson Ave Sp 37 92381	909 495-1053	8th	Redlands	6-9-14
6. Jaime Riley	<i>Jaime Riley</i>	35099 Greenwood Ave 71339	951-947983	8th	Yucca Vie	6/9/14
7. Larise Gilliam	<i>Larise Gilliam</i>	1346 Ave Cesar 2	714-410-2112	2nd	Yucca Vie	6/9/14
8. Heather Cook	<i>Heather Cook</i>	17105 Willis Way 94	949-416-4115	4th	Yucca Vie	6-9-14
9. Maribel Maribel Lopez	<i>Maribel Lopez</i>	12474 Williams Ave	909 831-069	4th	Yucca Vie	6-9-14
10. Shyann Shyann Hernandez	<i>Shyann Hernandez</i>	1231 Sports Field Blvd	951-961-1516	6th	Redlands	6-9-14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Peticion para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yearupa-California Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Los peticioneros que signan esta se forma certifican que son padres de familia con un interés autentico en inscribir a sus(s) estudiante(s) en la Escuela Charter _____ . Por lo tanto, los suscritores a esta peticion afirman que esta merece consideracion y piden que la Junta Directiva Escolar Financiera de dicha escuela para aprobar el nuevo charter, segun lo provee la Ley Educativa 47600 et seq. Los suscritores autorizan al Equipo Ejecutivo. Esta pagina de firmas esta adjunta a la peticion cuando se firma.

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Direccion</i>	PHONE NUMBER, address or office <i>NUMERO de direccion o oficina</i>	STUDENT GRADE IN 2014-2015 SCHOOL YEAR <i>GRADO del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL <i>Nombre del barrio</i>	DATE Filed <i>Fecha</i>
1. Peggy Smith	Peggy L. Smith	3735 Avenida Alhambra Cherry Valley CA 92223	951-825-1203	7th 9th	Yearupa	5-27-14
2. Robert Uberg	Robert Uberg	3405 COTTLE Pine Dr Yearupa CA 92399	951-825-1107	4th 6th	Yearupa	5-27-14
3. Robin Jensen	Robin Jensen	2605 7th Avenue E Yearupa CA 92399	951-825-2186	9th 1st	Yearupa	5-27-14
4. Kristina Kloth	Kristina Kloth	3017 Park Rose Way Yearupa CA 92399	951-825-4455	10th	Yearupa	5-27-14
5. Amanda Suter	Amanda Suter	11553 Townsend Way Yearupa CA 92399	951-825-1133	5th/2nd	Yearupa	5-27-14
6. SueFaine Swanson	SueFaine Swanson	1025 Douglas Camarillo CA 93608	805-912-0251	5th/3rd	Yearupa	5/28/14
7. Jennifer Gethlis	Jennifer Gethlis	734 S. Burdette St Redlands CA 92373	951-825-1261	9th	Yearupa	5-27-14
8. Denise Mirzakhani	Denise Mirzakhani	11723 Sunlight Dr Yearupa CA 92399	951-825-5165	10th	Yearupa	6/2/14
9. Jennifer S. White	Jennifer S. White	11702 S. Burdette St Redlands CA 92373	951-825-5165	3rd/2nd	Yearupa	6/5/14
10. Chris Gail	Chris Gail	75673 Marlene Ave	951-825-9611	6th	Yearupa	6/2/14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yucca-Cajun Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter _____ Por lo tanto, los suscritos a esta petición afirman que ésta merece consideración y piden que la Junta Directiva Escolar Fundador de dicha escuela para negociar los términos de esta petición que sean necesarios para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firma.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1. Amanda Elsworth	[Signature]	13702 Viacinda Ct Ch	909 797 1501	8 th and 7 th	YCASD	6/2/14
2. Sarah White	[Signature]	34626 Copeland Ct.	916 836 2220	1, 3, 7	Valley	6/2/14
3. Jenny Gibbons	[Signature]	39230 Oakview Chern Ln Vallejo	914 790 5402	3, 4, 6	Removels	6/4/14
4. Raul Luna	[Signature]	1111 BLUFF ST. 92220	951 231 8594	7	Removels	6/9/14
5. Lucie V. de	[Signature]	13608 92 92nd St. Yuba City	702 684 4644	4, 3, 5	YUCSD	6/4/14
6. William Jenkins	[Signature]	33163 Avenue D Yuba City	909 528 1028	4	YUCSD	6/6/14
7. Julianne Reg	[Signature]	35287 Avenue A Yuba City	909 790 0690	7	YUCSP	6/9/14
8. Terry Alstik	[Signature]	34355 La Roca Dr	909 337 6690	7	YUCSD	
9. Elma J. Oke	[Signature]	12473 16 th St + Yucca Rd	909 693 0708	8 th	YUCSD	6/6/14
10. Isaac Rees	[Signature]	3527 Ave N + Yucca St	909 200 0010	7 th	YUCSD	6/6/14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter meets considerations and hereby petition the governing board of the Wasipa-Calimesa Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Los peticioneros que están abajo en firmas certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter _____ Para lo tanto, los suscritos creen que esta petición aprueba que esta merece consideración y piden que la Junta Directiva Autorizada Fundadora de dicha escuela para negociar las emendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firma.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NÚMERO Número de teléfono	STUDENT GRADE IN RUI-SCHOOL SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1. Crystal Vertkamp	<i>[Signature]</i>	12941 Emerald Drive Wasipa, CA 92329	909-748-5671	K/2nd 5th	Wasipa Valley	4/11/14
2. Tracy Muroff	<i>[Signature]</i>	1180 Coy Ln, Wasipa, CA 92329	909-918-878	5th	Wasipa Valley	6/11/14
3. Annaly Henley	<i>[Signature]</i>	1178 Holly Lane Colimesa 92326	909-446-0912	3rd/5th	Colimesa	6/11/14
4. Michael Henley	<i>[Signature]</i>	1125 Holly Lane Colimesa 92326	909-446-0912	3rd/5th	Colimesa	6/11/14
5. Mirwanda Linares	<i>[Signature]</i>	12611 W. Ct Browning 92323	909-769-9286	5th	Browning	6/11/14
6. Angela Linares	<i>[Signature]</i>	12611 W. Ct Browning 92323	909-769-9286	5th	Browning	6/11/14
7. Juliana Leach	<i>[Signature]</i>	3608 Centerly Dr Wasipa, CA 92329	909-459-3682	3rd	Wasipa	6/11/14
8. Paul Leach	<i>[Signature]</i>	3608 Centerly Dr Wasipa, CA 92329	909-459-3682	3rd	Wasipa	6/11/14
9. Grace Black	<i>[Signature]</i>	35574 Eucumina St Wasipa, CA 92329	909-458-5057	4th	Wasipa Valley	6/11/14
10. Ryan Black	<i>[Signature]</i>	35574 Eucumina St Wasipa, CA 92329	909-458-5057	4th	Wasipa Valley	6/11/14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Peticion para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents (meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy). As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yuccapa-California Joint Unified School District to grant approval of the charter pursuant to Education Code 47000 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Los peticioneros que aparecen abajo certifican que son padres de familia con un interés significativo en inscribir a uno/a estudiant(es) en la Escuela Crafton Leaders Collegiate Academy. Por lo tanto, los suscritores a esta peticion afirman que esta propuesta merece consideracion y piden que la Junta Directiva Escolar fundadora de dicha escuela ponga en consideracion esta peticion segun lo prescribe la Ley Educativa 47000 et seq. Los suscritores autorizan al Equipo de Liderazgo para negociar cualquier enmienda necesaria para asegurar la aprobacion de la Junta Directiva Escolar. Esta pagina de firmas esta adjunta a la peticion cuando se firma.

NAME Nombre	SIGNATURE Firma	ADDRESS Direccion	PHONE NUMBER numero de telefono	STUDENT GRADE IN 2013-2014 SCHOOL YEAR Grado del estudiante	NAME OF SCHOOL DISTRIC SCHOOL	DATE Fecha
1. <u>Adriana Villa</u>	<u>[Signature]</u>	<u>38571 The Verde Lane Yuccapa, CA 92389</u>	<u>909-781-1020</u>	<u>4th</u>	<u>Yuccapa</u>	<u>6-11-14</u>
2. <u>Diane Piment</u>	<u>[Signature]</u>	<u>34516 Lowell Yuccapa, CA 92389</u>	<u>909-885-3740</u>	<u>5th/1st</u>	<u>Yuccapa</u>	<u>6-11-14</u>
3. <u>Jason Fort</u>	<u>[Signature]</u>	<u>3400 Pacific Ln Yuccapa, CA 92389</u>	<u>909-570-9771</u>	<u>2nd/4th</u>	<u>Yuccapa</u>	<u>6/10/14</u>
4. <u>Faylene Robinson</u>	<u>[Signature]</u>	<u>1899 Avenida Ln Yuccapa, CA 92389</u>	<u>707-747-4983</u>	<u>5th</u>	<u>Yuccapa</u>	<u>6/10/14</u>
5. <u>Raul Pinos</u>	<u>[Signature]</u>	<u>1899 Avenida Ln Yuccapa, CA 92389</u>	<u>909-747-0883</u>	<u>5th</u>	<u>Yuccapa</u>	<u>6/10/14</u>
6. <u>Christine Clary</u>	<u>[Signature]</u>	<u>1888 Cornell Lane Yuccapa, CA 92389</u>	<u>909-815-1147</u>	<u>7th</u>	<u>Yuccapa</u>	<u>6/10/14</u>
7. <u>Sam Colby Dyer</u>	<u>[Signature]</u>	<u>1847 1/2 Wm St Yuccapa, CA 92389</u>	<u>909-683-2009</u>	<u>3rd/4th and 5th</u>	<u>Yuccapa</u>	<u>6/10/14</u>
8. <u>Rhonda Zimmerman</u>	<u>[Signature]</u>	<u>3400 Pacific Ln Yuccapa, CA 92389</u>	<u>909-570-6883</u>	<u>2nd</u>	<u>Yuccapa</u>	<u>6/10/14</u>
9. <u>[Signature]</u>	<u>[Signature]</u>	<u>[Address]</u>	<u>[Phone]</u>	<u>[Grade]</u>	<u>[School]</u>	<u>[Date]</u>
10. <u>[Signature]</u>	<u>[Signature]</u>	<u>[Address]</u>	<u>[Phone]</u>	<u>[Grade]</u>	<u>[School]</u>	<u>[Date]</u>

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yessays-Cabrera Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signatures page is attached to petition upon signature.

Los peticioneros que aparecen aquí abajo son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Colaborativa. Por lo tanto, los suscritores a esta petición afirman que ésta merece consideración y piden que la Junta Directiva del Distrito Escolar de Artes Escuelas para aprobar la petición que sean suscritores para asegurar la aprobación de la Junta Directiva.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN SCHOOL YEAR Grado del estudiante	NAME OF SCHOOL DISTRIC SCHOOL	DATE Fecha
1. Kathy Lankhomer		34227 Parkview Pr. Qm 18	909-790-1091	7	Yuccaipa	6-10-14
1. Crystal Bradley		13360 Pinedale Lane Yuccaipa, CA	909-790-9232	4	Yuccaipa	6-10-14
1. Duwan Bradley		13360 Pinedale Lane Yuccaipa, CA	909-790-9232	4	Yuccaipa	6-10-14
1. Kari Boach		9995 Carol Drive, Yuccaipa, CA 92387	909-797-4620	7	Yuccaipa	6-10-14
3. Mene Traves		1050 Barnes California	909-650-2749	5	Yuccaipa	6-10-14
6. Julie Boach		98412 Misty Meadow Dr. Yuccaipa, CA	909-790-6579	5	Yuccaipa	6-10-14
7. Tamara Douglas		37075 Oak View Rd. Merced, CA 95349	909-831-3408	9	Yuccaipa	6-10-14
8. Sullia Snow		41005 of the Drive, Merced, CA 95349	909-794-3408	6	Yuccaipa	6-10-14
9. Mene Traves		1050 Barnes California	909-650-2749	5	Yuccaipa	6-10-14
10. Mene Traves		1050 Barnes California	909-650-2749	5	Yuccaipa	6-10-14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yucca-Cullman Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

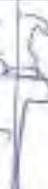
Los peticioneros que están abajo se firman certificando que son padres de familia con un interés auténtico en inscribir a sus estudiantes en la Escuela Charter _____ . Por lo tanto, los peticioneros a esta petición piden que el consejo de administración y el distrito que la forma Directing Board of Education de la escuela escuela para negociar los cambios a esta petición que sean necesarios para asegurar la aprobación de la Junta Directiva Escolar. Este página de firmas está adjunta a la petición cuando se firma.

NAME Number	SIGNATURE	ADDRESS	PHONE NUMBER (Número de teléfono)	STUDENT GRADE IN SCHOOL (Grado del estudiante en la escuela)	NAME OF NEIGHBORHOOD (Nombre del vecindario)	DATE (Fecha)
1	Lani Nixon R. N.Y.	3725a Terrell Lane Yucca CA 92386	951-640-9124	8th	Yucca	6/10/14
2	Tim Neagos	13073 DeGard Blvd. Richmond CA 94804	717-8893	8th	Richmond	6/10/14
3	Misty Nudes	13073 DeGard Blvd. Richmond CA 94804	717-8893	8th	Richmond	6/10/14
4	Patricia Jones	1630 Puma Ct Brentwood CA 94005	958-9538	10th	Brentwood	6/10/14
5	Therese	13073 DeGard Blvd. Richmond CA 94804	717-8893	8th	Richmond	6/10/14
6	Dante Ramirez	13073 DeGard Blvd. Richmond CA 94804	717-8893	9th	Richmond	6/10/14
7	Miss Ochs	2495 Sylvan Ct. Yucca CA 92386	520-2388	7th	Yucca	6/10/14
8	Selma Ramirez	13073 DeGard Blvd. Richmond CA 94804	717-8893	8th	Richmond	6/10/14
9	Mattias Echeverria	13073 DeGard Blvd. Richmond CA 94804	717-8893	8th	Richmond	6/10/14
10	Julie Ross	35039 Willow Springs Yucca CA 92386	811-3145	7th	Yucca	6-10-14
11	Deanna Childers	13073 DeGard Blvd. Richmond CA 94804	717-8893	8th	Richmond	6-10-14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Yuccaipa-Cathlamet Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que a continuación se listan certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter _____ del distrito aprueba esta petición de carta, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las emendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER numero de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE Fecha
1. Scott Brown		13524 Rindswest yuccaipa ca	951-249-0306	4	Yuccaipa	6-18-14
2. Tania Brown		2259 Rinkon de yuccaipa	951-269-6516	4	Yuccaipa	6-10-14
3. Sandra Pearson		10043 CANTONER LA VALLEJA	951-269-4913	6/3	Bonnet	6-11-14
4. Ryn Brown		10115 CANTONER LA VALLEJA	951-269-4913	CL2	Bonnet	6-18-14
5. Wendy Freidinger		33754 LAVAL TERRELL Y YUCAIPA	951-269-5526	2/4/6	Yuccaipa	6/10/14
6. Stefania Martinez		54826 CLIMAX LN YUCAIPA	951-313-5518	7/3/4	Yuccaipa	6-10-14
7. Carrie Anderson		25223 OLD TRAIL DR YUCAIPA	951-274-4881	4/1	Yuccaipa	6/10/14
8. Branelia Ochoa		3411 W. VALLEJO CEN. CAL.	(909) 795-0006	5	Yuccaipa	6-10-14
9. Amber Westbrook		10 CANTONER LA VALLEJA	461-865-4964	3/5/8	Bonnet	6-10-14
10. Veronica Lopez		34774 Bella Vista Dr YUCAIPA	951-269-4913	5/16	Yuccaipa	6/10/14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Visalia-Culiacana Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que están en su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter. Por lo tanto, los suscritos a esta petición afirman que esta merece consideración y piden que la Junta Directiva Escolar Fundador de dicha escuela para negociar esta petición según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Escolar. Esta página de firmas está adjunta a la petición cuando se firma.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER numero de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1. <i>Yudha Harlow</i>	<i>[Signature]</i>	<i>122 Lakeway Ln Bakersfield</i>	<i>909 280- 3650</i>	<i>9th</i>	<i>Bakersfield</i>	<i>6/10/14</i>
2. <i>David Salmer</i>	<i>[Signature]</i>	<i>1212 Lakeway Ln Bakersfield</i>	<i>909-555- 8377</i>	<i>7th</i>	<i>Bakersfield</i>	<i>6/10/14</i>
3. <i>Melvin Bremer</i>	<i>[Signature]</i>	<i>37978 Lily Rd Visalia CA</i>	<i>644-253- 0636</i>	<i>6/5/10</i>	<i>Visalia</i>	<i>6-14-14</i>
4. <i>NEELY MIRELSON</i>	<i>[Signature]</i>	<i>35416 SANTA ROSA DR. YOC YOC</i>	<i>909 795 7670</i>	<i>9TH</i>	<i>YOCSD</i>	<i>6-11-14</i>
5. <i>Shelle Swanson</i>	<i>[Signature]</i>	<i>37254 Avenue F Yoc Yoc</i>	<i>909 542 3416</i>	<i>8th</i>	<i>YocSD</i>	<i>6-11-14</i>
6. <i>Kari Hensley</i>	<i>[Signature]</i>	<i>12510 Baker, Visalia</i>	<i>909 40- 2419</i>	<i>9th</i>	<i>Visalia</i>	<i>6-11-14</i>
7. <i>Katia Coyle</i>	<i>[Signature]</i>	<i>35025 Vineland St Visalia</i>	<i>909 292- 5090</i>	<i>5th</i>	<i>Visalia</i>	<i>6-11-14</i>
8. <i>Chris Coyle</i>	<i>[Signature]</i>	<i>35025 Vineland St Visalia</i>	<i>909 292- 3002</i>	<i>5th</i>	<i>Visalia</i>	<i>6-11-14</i>
9. <i>Heidi Brunkman</i>	<i>[Signature]</i>	<i>13641 3rd St #1 Visalia CA</i>	<i>909 544-1677</i>	<i>5th</i>	<i>Visalia</i>	<i>6-11-14</i>

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) in the Crafton Leaders Collegiate Academy. As such, petitioners believe that the changes are in their best interest and hereby petition the governing board of the Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que están en su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter Crafton Leaders Collegiate Academy. Por lo tanto, los peticionarios a esta petición afirman que esta merece consideración y piden que la Junta Directiva Ejecutiva Fundadora de dicha escuela para aprobar las modificaciones a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Ejecutiva. Esta página de firmas está adjunta a la petición cuando se firma.

NAME Apellido	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF MEMBERSHIP DISTRICT SCHOOL SCHOOL	DATE Fecha
1 Kenny Macaleno	[Signature]	415 Rembrandt Ave Baltimore, MD	410-755-9461	K-4	3er distrito	6/11/14
2 Suzanne Pace	[Signature]	1234 10th St Woodrow, NJ 07095	908-717-2415	5th	Dunlap	6/16/14
3 Jessica Estrada	[Signature]	2402 Avenida H Woodrow, NJ 07095				
4 Anthony Herrera	[Signature]	3581 Cornell Dr Jucapona, NJ 07239	908 396 8011	6th	Jucapona	6/11/14
5 Francis Sinner	[Signature]	3782 Ave G Jucapona, NJ 07239	908 511-1151	7th	Jucapona	6/11/14
6 Diana Payne	[Signature]	1285 Delet Energy Dr Woodrow, NJ 07095	908 511-1151	6th	Jucapona	6/11/14
7 Daniel Payne	[Signature]	1285 Delet Energy Dr Woodrow, NJ 07095	908 511-1151	6th	Jucapona	6/11/14
8 Hillary Lemay	[Signature]	12115 14th St Red Bank, NJ 07239	551-364-0400	5th	Jucapona	6/16/14
9 Juanita Sosa	[Signature]	3581 Cornell Dr Woodrow, NJ 07095	908 222-9414	6th	Jucapona	6/11/14

PETITION FOR THE ESTABLISHMENT OF CRAFTON LEADERS COLLEGIATE ACADEMY
Petición para establecer la Escuela Crafton Leaders Collegiate Academy.

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Crafton Leaders Collegiate Academy. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Youseps-Calmesa Joint Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter _____ . Por lo tanto, los suscritos a esta petición afirman que esta merece consideración y piden que la Junta Directiva Escolar Fundador de dicha escuela para negociar esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Escorial. Esta página de firmas está adjunta a la petición cuando se firmó.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	STUDENT GRADE IN 2015-2016 SCHOOL YEAR del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
1. <i>Connie Tostoyk</i>	<i>C.</i>					
2. <i>Connie Tostoyk</i>	<i>Connie Tostoyk</i>	<i>33121 Bella Vista Dr. Phoenix</i>	<i>604 215-9223</i>	<i>3, 5</i>	<i>Redwood</i>	<i>6/14/14</i>
3. <i>Leanne Sepulveda</i>	<i>Leanne Sepulveda</i>	<i>947 Bryant St. Calimesa</i>	<i>909 510-9854</i>	<i>4, 7</i>	<i>Redwood</i>	<i>7/14/14</i>
4. <i>Melanie Hankins</i>	<i>Melanie H</i>	<i>13155 7th St. Yucaipa</i>	<i>907 757-7150</i>	<i>1, 3, 5</i>		<i>7/1/15</i>
5.						
6.						
7.						
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10.						