



**A California Public Charter School**

**Renewal Petition**

**2017-2022**

Submitted to the Chico Unified School District

Board of Trustees

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### **Founding Group and Renewal Petitioners**

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In 2009, Chico Unified School District (CUSD) leadership approached a group of CUSD faculty and staff regarding the idea of a local charter high school. Faculty and staff from CUSD and California State University, Chico (CSUC) collaborated on the initial design for a locally funded charter school. This charter, called Inspire School of Arts and Sciences (Inspire), was designed to combine the best features of the district's large, comprehensive high schools (including the range of academic and extracurricular opportunities) with the more personalized environment of a smaller high school. Inspire is a college-preparatory high school that complements the district's existing comprehensive high schools and alternative education programs. Inspire provides an exceptional opportunity for students in and around CUSD to build a strong academic foundation and to discover the personal talents, skills, and interests that assure their success in postsecondary education and careers. The Inspire faculty listed on the following page have expressed their continued interest to teach with Inspire during the 2017-2022 charter term.

Inspire is motivated by the belief that one size does not fit all for students, and that having multiple educational alternatives is a positive circumstance for students and families. It is the firm belief of the petitioners that a locally-funded charter high school can co-exist with existing high schools as an alternative within the Chico Unified School District.

Inspire faculty and staff is unified in its commitment to serve Chico and its surrounding communities.

## INSTRUCTIONAL STAFF

**The following is a list of those teachers at Inspire School of Arts and Sciences. They are meaningfully interested in teaching with Inspire during the 2017-2022 charter term.**

Printed Name	Credential(s)
Danielle Alexich	English Language Arts
Rebekah Brown	English Language Arts
Marysol de la Torre	Social Science
Scott Gunderson	Physical Science, Mathematics, Computer Concepts: Applications, World History
Erin Hall	Art, Building Trades Construction, Engineering & Design
Lee Holcomb	French
Theron Hopkins	English Language Arts
Erin Horst	English Language Arts
Antonio Isern	Spanish
Alan Kauffman	Mathematics, Physics
Sheri Kauffman	English Language Arts
Mary Lou Lim	Music
Daniel Marcy	Mathematics
Jarrah Myles	Phys. Ed, Theater

Malina Olson	Biology, Chemistry, Geosciences
Justin Peek	Biological Sciences
Katie Raymond	Mathematics
Beth Reid	Spanish
Danielle Reynolds	Mathematics
Sarah Shoemaker	Phys. Ed., Theater
Linnea Smith	Art
Deborah Travers	Social Science
James White	Music

## **Affirmations**

1. Inspire School of Arts and Sciences (Inspire) shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Inspire shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
3. Inspire shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
4. Inspire shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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)]
5. Inspire shall admit all students who wish to attend the school, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each applicant will be given an equal chance of admission through a public random drawing, as described in Element N of this document. 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).
6. Inspire 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 (IDEA).
7. Inspire 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)]
8. Inspire shall ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
9. Inspire shall at all times maintain all necessary and appropriate insurance coverage.
10. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as set forth in Education Code Section 47612.5(a)(1)(A)(D).

11. If a pupil is expelled or leaves Inspire without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
12. The Charter School shall comply with all laws related to the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
13. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
14. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
15. The Charter School shall comply with the Public Records Act.
16. The Charter School shall comply with the Family Educational Rights and Privacy Act.
17. The Charter School shall comply with the Ralph M. Brown Act.
18. Inspire shall follow any and all other federal, state, and local laws and regulations that apply to the charter school.

\_\_\_\_\_  
Lead Petitioner  
Jerry Crosby

\_\_\_\_\_  
Date

## Element A: Educational Philosophy and Program

### *Mission*

The mission of the Inspire School of Arts and Sciences is to provide high levels of learning and support within a personalized environment that allows students to explore their interests and develop their talents.

Using the Local Control Accountability Plan in conjunction with the new Common Core State Standards, we will accomplish this mission by providing learning opportunities for all students designed to do the following:

LCAP Goal #1: Improve the number of students college-ready by 3% each year through 2021 as based on California State University eligibility reports.

1. Provide foundational skills in core academic areas through an engaging and challenging preparatory curriculum. (State Priorities #1 and #6.)
2. Provide opportunities for acceleration and enrichment, through partnerships with Butte College and CSU Chico. These partnerships may team high school and college teachers in designing and teaching curriculum, and will allow students to obtain college credit through articulation agreements. (State Priorities #4 and #7.)
3. Create a professional learning community among teachers, administrators, and other school leaders (both at the school site and within the district at large) that emphasizes cooperative professional learning. (State Priority #1.)

LCAP Goal #2: Develop a CTE Master Plan with CTE programs in Arts, Media and Entertainment and Engineering while enhancing our enrollment in and monitoring of 12 majors on campus.

4. Focus on applying skills and knowledge to real-world problems and situations wherever possible, thereby modeling for students how real practitioners (such as scientists, historians, physicians, legal experts) approach their craft. (State Priority #7.)
5. Create a school structure and course offerings that connect personal interests and skills in the areas of performing/visual arts and engineering to core content and instruction to enhance academic performance. (State Priorities #7 and #8.)

LCAP Goal #3: To move the focus in student achievement to reflect the deeper and more critical thinking required in Common Core Standards with an emphasis on the Arts and Sciences.

6. Maintain a focus on promising educational practices and on the conditions necessary to bring about change in the learning skills, achievement, and success opportunities of historically underserved learners. (State Priorities #1, #2, #4 and #7.)



7. Enable students to become self-motivated, competent, and life-long learners. (State Priorities #7 and #8.)
8. Provide an environment where student creativity is valued and encouraged. (State Priority #6.)

LCAP Goal #4: Maintain high levels of proficiency in all standardized assessment measures.

9. Create a learning environment in which teachers, staff and other adults know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide academic and other support each student needs to succeed. (State Priorities #1 and #6.)

LCAP Goal #5: Continue to build a culture of rigor, support, kindness and acceptance by including more student and parent participation and input in decision making related to whole school and individual programs.

10. Promote student academic, social, and emotional well-being, self-efficacy, and independence. (State Priority #6 and #8.)
11. Foster deep and ongoing engagement with parents, families, and community members. This will be accomplished through such activities as parent and community advisory groups, community and parent mentorships, opening classrooms and labs for activities that engage parents, students, faculty, and community members, and performances and outreach activities into the community. (State Priority #3.)

#### *Targeted School Populations*

Inspire School of Arts and Sciences opened in the fall of 2010 as a school serving approximately 265 students in grades 9 through 11 (120 freshmen, 80 sophomores, and 65 juniors) and has expanded to serve approximately 450 students in the 2015-2016 school year. The school size within the 9-12 program will not exceed 480, which small-schools researchers suggest is the approximate size to reap the benefits of small learning environments.

The school draws from Chico and surrounding communities and enrolls a cross-section of students that represent the area's diversity in terms of ethnicity, socio-economic status, linguistic background, and nationality. Many students living in Chico and surrounding communities, whatever their background, face obstacles to attending college or pursuing

their career goals. For some, these may include language barriers, lack of resources, poor study habits, and limited success in mastering academic skills. Others, feeling the pressure to fit an increasing number of college-prep classes into a six-period day, cannot find room in their schedules for the range of elective classes that would allow them to explore their own personal passions and discover their unique talents. Still others prefer a smaller, more personalized learning environment than that provided by a large comprehensive high school. Inspire's educational program is based on the instructional needs of this diverse population: students who are looking for academic challenge, enhanced academic support, a more connected environment, and more opportunities to discover the possibilities of their futures.

#### *Attendance*

The academic calendar, number of instructional minutes and number of days in the school year are all in compliance with California Education Code. The academic calendar will be consistent with CUSD whenever possible. Attendance expectations and requirements will be consistent with state law and SARB processes.

#### *What It Means to be an "Educated Person" in the 21st Century*

Because one of the most fundamental characteristics of the new millennium is ever-accelerating change, it is essential that students not only learn, but learn how to learn. The educational program of Inspire has been designed to help students to become self-motivated, competent and life-long learners. It consists of a challenging academic program designed to equip students with core curricular knowledge and skills necessary for postsecondary success. In addition, Inspire provides a body of elective programs designed to address student interests, develop individual talents and serve as pathways to post-secondary career programs at technical schools, and two and four year colleges and universities. Enrichment experiences--at Inspire, through Butte College, CSU, Chico, and in the community--also provide students the opportunity to discover personal talents and explore future careers.

The California graduation requirements, CTE programs, Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) form the basis of the students' educational program, and define the general academic skills we believe are important for an educated person. Our goal is that all students will graduate having fulfilled the a-g coursework required for admission to the CSU or UC systems. Recognizing that some students may need additional time and support to attain those standards, we provide a graduated menu of short-term and long-term interventions for students, similar to the DuFours' Pyramid of Interventions. We also have a wide selection of

“Majors” and a commitment to Career Technical Education (CTE) and working with the community to better enhance students’ job skills and allow them to have specific educational pathways.

In addition, Inspire fosters in its students specific non-academic skills and qualities, including intellectual curiosity, analytic ability, creative thinking, self-confidence, empathic action, and awareness of oneself as a member of a community, a diverse society, and an interconnected world. Inspire School of Arts and Sciences expects its students to explore ideas, collect information, and think systematically and critically about what they know. The expression of student thinking may come in the form of an essay, a painting, a poem, a song, a film, an oral presentation, a one-act play, a mathematical argument, or a scientific rebuttal. By creating opportunities for the application of classroom knowledge to real-world situations, we hope to enable students to respond critically and thoughtfully to whatever realities or problems they face.

#### *How Learning Best Occurs*

##### Framework for Instructional Design:

Inspire’s instructional design will incorporate many features that have been successful in other smaller learning community programs within the district. Further continued reflection and refinement by staff has continued to modify this design; however, the key features identified by the petitioners still include:

- *A personalized learning environment where students are well known by adults in the school*
  - The school operates as a small learning community structure, serving up to 480 students, grades nine through twelve.
  - Students and instructors are teamed in smaller groupings, e.g., career focus (CTE), majors, and/or grade level.
  - A 35-minute advisory period embedded into the school day provides students the opportunity to access academic interventions, seek additional help with class assignments, make up tests, or receive academic or career guidance from staff and participate in academic, technical, and social enrichment opportunities.
  - Personalized learning for each student includes a rigorous curriculum, community connections, and college coursework.
  - Faculty, staff, and administration nurture learning and student success, and provide support and academic intervention as necessary.
  - Staff take on multiple roles, including advisor, mentor, counselor, teacher, and student advocate.

*\*Research Base: McClure, L., Yonezawa, S., & Jones, M. (2010). Can school structures improve teacher student relationships? The relationship between advisory programs, personalization and students' academic achievement. Education Policy Analysis Archives, 18(17), 1–21. Retrieved from: <http://epaa.asu.edu/ojs/article/viewFile/719/845> [external link]*

- *A rigorous curriculum, with high expectations for all students and an explicit focus on college preparation*
  - The curriculum challenges students to use their minds, and to apply learning across different disciplines.
  - High expectations are explicitly applied to all students and reinforced through coursework and counseling/advising.
  - All students will be strongly encouraged to take the necessary coursework to meet the "a-g" requirements for admission to the University of California and the California State University systems.
  - ⊖ All students have the opportunity to earn college credits through articulated (2+2) courses taught on the high school campus, and through taking college courses at CSU Chico through the High School Scholars program or similar high school/college agreements.
  - Academic and advisory programs, including AVID strategies, will emphasize college readiness.

*\*Research Base: Hechinger Institute: Teachers College, Columbia University on "Understanding and Reporting on Academic Rigor." Retrieved from: [http://hechinger.tc.columbia.edu/primers/Hechinger\\_Institute\\_Rigor\\_Primer.pdf](http://hechinger.tc.columbia.edu/primers/Hechinger_Institute_Rigor_Primer.pdf)*

- *A strong connection with the community and local neighborhood*
  - Students are encouraged to participate in community-oriented projects that address community needs and interests and enhance the quality of life of families and citizens.
  - Students may have the opportunity to become an intern in an elementary school classroom, a business, not-for-profit organization or governmental agency.
  - Students are encouraged to become a contributing member of at least one club or team.

*\*Research Base: Ryan, Diana. (2012). Required Community Service in High Schools and Civic Engagement. Trinity College. Retrieved from: <http://commons.trincoll.edu/edreform/2012/05/required-community-service-in-high-schools-and-civic-engagement/>*

- *A strong connection to the University and Butte College, their faculty, and the Schools of Education evident through*
  - Exemplary and on-going professional development in partnership with the university for Inspire teachers through the co-teaching model.
  - Curriculum development in partnership with CSUC and/or Butte College faculty and staff.
  - A focus on the conditions necessary for all students to engage in the learning process and to succeed in postsecondary education options including 2 and 4 year colleges.

*\*Research Base: Barnett, Elisabeth and Katherine Hughes. (2010) Community College and High School Partnerships. Community College Research. Retrieved from: <http://www2.ed.gov/PDFDocs/college-completion/09-community-college-and-high-school-partnerships.pdf>*

- *A learning environment that is physically and emotionally safe*
  - The school's small size creates connections across ages and classrooms, and encourages a strong sense of community within classrooms and throughout the school.
  - A school-wide discipline plan focuses on student learning and social responsibility as well as early and continued intervention.
  - Staff are part of a dynamic and supportive professional learning community.

*\*Research Base: Gallagher, Emily. (2013) The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students. Applied Psychology OPUS. Retrieved from: <http://steinhardt.nyu.edu/appsvch/opus/issues/2013/fall/gallagher>*

- *Scaffolding and structure is used to support student learning*
  - Professional development and coaching focus on how teachers can best scaffold assignments so that students at all ability levels have access to the curriculum.
  - Vertical professional learning community teams develop four-year sequenced instruction designed to build on previously-learned skills.
  - Cross-curricular professional learning communities allow teachers to collaborate on lessons that integrate across subject areas.
  - Patterns of student achievement are discussed with individual students, their families, and teachers.
  - Struggling students are identified early so that they can be provided the support they need to help them attain standards-based curriculum.

*\*Research Base: DuFour, Richard and Robert Eaker. (1998) Professional Learning Communities at Work: best Practices for Enhancing Student Achievement. Solution Tree Press.*

- *Assessment that is clear and transparent, and used formatively to guide instruction as well as summatively to assess mastery of essential standards*
  - Success within the curriculum is defined by students' ability to demonstrate mastery on assessments.
  - Formative assessments are meaningful, consistent and accurate using feedback methods that enhance student learning.
  - Course assessments are based on clear rubrics that highlight essential learning targets for each unit.
  - Ongoing classroom assessments are used formatively to guide instruction and identify whether learning has occurred.
  - Authentic assessments, including performance, portfolios and presentations, allow students to demonstrate mastery of essential skills and application of knowledge. These assessments will be in a public forum wherever possible.

*\*Research Base: Dylan Wiliam Center. Retrieved from: <http://www.dylanwiliamcenter.com/practical-ideas-for-classroom-formative-assessment/>*

#### Instructional Approaches and Strategies

Inspire staff will use the following strategies and teaching methods as a part of the educational program. Many instructional approaches and strategies were developed during the planning year and first year of implementation and have been reviewed, refined and enhanced during the last six years. These approaches have been chosen as the most likely to support higher student achievement, thereby enabling students to realize the objectives specified in the charter and master the academic content standards in core curriculum areas.

- *Looping:* In many courses, teachers will have the same group of students for more than one year. This enables teachers to form a deeper relationship with students and with families. It also maximizes instructional time in the second year, as teachers know students' strengths and weaknesses and can better prepare lessons and interventions to meet student needs.
- *Advisory:* A 35-minute advisory period is built into the school day four times a week (see "Framework for Instructional Design," above)
- *Block Scheduling:* A modified A/B block schedule (see supplemental information) creates opportunities for students to take additional high school-level academic courses, elective courses, or courses at CSU, Chico or Butte College. Students will take four 80- Minute classes each day, alternating days so that periods 1-4 meet one day and periods 5-8 the next day.

- *Inquiry-based instruction:* Teachers utilize inquiry-based instruction strategies that involve asking students to structure problems, pursue information and investigations, pose and test hypotheses, collect and analyze various kinds of data, and draw inferences and conclusions for themselves. The subject matter addressed is relevant to the students' lives, and may include outside audiences. As appropriate, other instructional strategies are used, including lectures; explanations and demonstrations through which students are asked to acquire concepts, instructions and information; structured note-taking; asking questions and clarifying ideas in a whole class, small group, or one-on-one format; and project-based learning including capstone projects.
- *Service-learning:* Considering issues in their own community will afford students the opportunity to apply their learning in real world settings, to build relationships with adults, and to make contributions to their communities. Student interests will drive the selection of community-based subjects to explore, and may range from environmental projects to local childcare to problem-solving at local businesses.
- *Technology as a tool for learning:* All Inspire students enjoy access to state-of-the-art technology, which is used as learning tools throughout students' coursework. This technology provides Inspire students with access to information for investigation and research, and to multiple media-related tools for expression of their understanding. Technology may also be integrated through instruction that calls for the use of technology as a tool to support academic learning.
- *Project-based instruction:* Students apply classroom learning to real-world problems, carry out research, analyze and synthesize information across disciplines, and create written and oral final products.
- *Mentorships and Internships:* As students begin to identify personal interests that might develop into college or career choices, they will have the opportunity to learn more through mentorships and internships. These placements, typically after school or during the summer, will give students a closer look at different aspects of the job market, local government, community agencies, and/or non-profits.
- *Advanced Placement Courses:* Inspire offers Advanced Placement courses as a part of the regular curriculum taught during the school day, dependent upon student achievement and teacher expertise. All AP courses are College Board certified and UC approved. Present AP courses include: English Language Arts, English Literature, U.S. History, Biology, Government, Spanish, Statistics, Calculus, and Environmental Science.
- *University-School Partnerships:* Partnerships have been developed between Inspire, CSU, Chico and Butte College. Students gain valuable knowledge and experience while participating in college-directed activities. Several courses at Inspire have been approved for articulated credit through Butte College. Inspire is working with Butte College to develop

dual enrollment courses for Inspire students so they may remain on campus while earning college credits.

### Basic Learning Environment

While the majority of instruction takes place face-to-face, with students in courses taught by Inspire teachers, we are constantly developing extensions of the classroom through the use of internet technology (teacher websites, blogs, online assessments and quizzes, appropriate social media, online video, etc.). School enrollment is capped to provide a small school learning environment which facilitates the development of supportive relationships between teachers, administrators, staff, and individual students. Four days a week, a thirty-five minute advisory period is provided, designed to build and strengthen Inspire's student-focused culture through communications and advisor/peer discussions related to school and study topics. The first day of each week in Advisory is dedicated to student support in homework and tutoring. If students are unable to complete all work during the first day, they are assigned to a study hall Advisory for support until they have completed all work. Advisories are organized to provide Inspire students with an instructor that supports them throughout their four years of high school. Additionally, four times a year (for a total of sixteen weeks) during Advisory, students participate in enrichment activities such as astronomy, yoga, etiquette training, ultimate frisbee, calligraphy, etc. which are facilitated by Inspire instructors and designed to enhance and expand students' educational experience.

Classrooms are tailored to Inspire's instructional programs. Unique classroom environments are offered for instrumental music, recording arts, engineering/robotics labs, digital media lab, dance, musical theater, study hall, stage craft, choral singing, and fine arts.

### Curriculum

The Inspire School of Arts and Sciences provides an additional high school option within the Chico Unified School District. Our courses utilize similar core academic curriculum as that offered in other CUSD high schools, including the same courses and course descriptions currently used at Chico High School and Pleasant Valley High School to meet the requirements of standards-based courses in language arts, mathematics, science, social science, foreign language, and visual/performing arts. For physical education, Inspire incorporates dance and/or independent study to complete state physical education requirements. In addition, we have developed supplementary courses, particularly in elective areas, to meet the needs of our students. Students enroll in eight classes rather than the six traditionally offered in high school schedules. Because we employ a modified A/B block structure, students generally have four classes on any given day (see supplemental



information). Instructors teach six classes per semester rather than five. Teachers are encouraged to develop electives in their areas to supplement the core curriculum. (See course description in the appendix.)

#### Plan for Students Who are Academically Low-Achieving

Inspire offers a variety of means to provide students the extra time and support needed to master the skills and knowledge necessary to meet the rigorous standards set forth by the school. These include differentiated instruction; an advisory period four days a week where students can seek additional help; teachers embedding interventions during the school day; and staff providing a schoolwide referral system for students who are falling behind in their academic achievement. Inspire staff and administration research professional development opportunities in differentiated instruction, embedded intervention, scaffolding, and formative assessment. This ensures that all teachers hired are provided professional development in these areas so that they can consistently provide structures and scaffolding to students who are struggling, and modifications for students with disabilities. Inspire staff has identified and put into place a pyramid of interventions. (See supplemental information.)

#### Plan for Students who are Academically High-Achieving

Differentiated instruction addresses the needs of high-achieving students. All performance assessments and rubrics specifically define criteria for high-achieving students to demonstrate knowledge and skills beyond the standards. Projects leading to products are often open-ended to enable all learners to achieve their best. Partnerships with CSU, Chico and Butte College are formalized through College Connection (Butte College) and High School Scholars (CSU, Chico) programs. Opportunities available to students include university coursework, online courses, Independent Study Physical Education courses, and AP coursework.

#### Plan for English Learners

Inspire assesses English learners annually using the California English Language Development Test (CELDT) to evaluate students' ability to listen, speak, read, and write in English. CELDT results are used to create program placements. To ensure success in the mainstream English classrooms, Inspire utilizes the following strategies:

- Provide teachers with information about their students' English Language Development (ELD) levels and information about instructional strategies most appropriate for the different levels.
- Provide staff development on differentiated instruction for English Learners.
- Group English Learners by ELD level whenever possible for differentiated instruction.

- Develop ELD Assessment portfolios to record student progress at each grading period.
- Administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).
- Develop an English Learners Advisory Committee (ELAC) to provide input into the school's ELD program whenever appropriate.
- Provide written and oral translations of school documents for parents.
- Provide opportunities for parents to learn how to support their students at Inspire.

#### Plan for Special Education Students

Inspire School of Arts and Sciences believes that all students, including those with disabilities, have the right to participate in free appropriate public education pursuant to Education Code Section 56000. Inspire works in cooperation with CUSD and Butte County Office of Education to provide special educational instruction and services for qualifying students to ensure them the right to an appropriate educational opportunity to meet their unique needs.

Inspire adheres to all laws affecting individuals with disabilities, including all provisions of the Americans with Disabilities Act, the Individuals with Disabilities in Education Act of 2004 (IDEA) and its amendments, Section 504 of the Rehabilitation Act, and Office for Civil Rights mandates. All students have equal access to the school, regardless of their disabilities, and Inspire does not discriminate against any student based on his or her disabilities in accordance with the requirement to provide Free, Appropriate Public Education (FAPE). Pursuant to the federal requirement of Least Restrictive Environment (LRE), all students with exceptional needs are educated within the general education program unless, due to the nature or severity of the disability, proper education cannot be achieved satisfactorily even with the use of supplementary aids and services.

Inspire is, and intends to remain a public school within the CUSD and the Butte County SELPA for purposes of providing special education services to its students in accordance with Education Code Section 47641 (b). Inspire operates under a Memorandum of Understanding (MOU) with CUSD which delineates the operational and financial relationship between the parties for the provision of special education services, including referral, assessment, instruction, and due process.

### Student Success Team

Inspire utilizes a Student Success Team (SST) process to foster collaboration between the school and the home to facilitate maximum student success.

### Section 504/ADA

Inspire is solely responsible for its compliance with Section 504. It is the responsibility of the SST/504 Team to determine an appropriate Section 504 Plan for disabled students. All facilities of the School are accessible for all students with disabilities in accordance with the Americans with Disabilities Act (ADA). Any issues with ADA compliance are mutually addressed by the charter and the host site.

### Implementing Student IEPs

It is the intent of Inspire to provide a free appropriate public education for all students with disabilities in the least restrictive environment. To do this, Inspire facilitates provisions of special education services to students with disabilities in general education classrooms consistent with the individual education plans (IEPs) of the students. Inspire has established a learning center within the school which is staffed by the school resource specialists. The resource specialists, along with District itinerant special education staff (such as speech therapists and school psychologists), assist students and teachers with intervention strategies and are the case managers for implementing IEPs. The resource specialists incorporate student IEP goals into the learning expectations to ensure all students benefit from the educational program at Inspire.

### Informing Parents

Inspire informs parents about school issues and transferability of credits to other public schools and the eligibility of courses to meet college entrance requirements continually through the Inspire handbook, brochures, weekly emails from administration, and information on Inspire's website.

## **CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES**

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Section II (Element B) of the charter for a description of the Inspire’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

### **Local Control and Accountability Plan (“LCAP”)**

Inspire shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Inspire shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. Inspire reserves the right to establish additional and/or amend school specific goals, outcomes and corresponding assessments throughout the duration of the charter.

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 Inspire at the school site as well as providing a copy for the district office.

### **Elements B AND C:**

#### **MEASURABLE PUPIL OUTCOMES AND METHODS OF MEASUREMENT**

##### *Measurable Student Outcomes*

Inspire seeks to graduate students who possess the academic and personal habits desired of an educated citizenry: intellectual curiosity, analytic ability, creative thinking, self-confidence, self-awareness of personal talents and skills, an understanding of their potential as contributing members of society, and empathetic action. The following measurable student exit outcomes are aligned to the school mission and may be used by faculty, students and parents to assess student progress:

- To acquire foundational skills and knowledge in core academic areas (as defined by proficiency in state content and performance standards)
  - To demonstrate awareness of and readiness for post-secondary options, as measured by successful completion of UC/CSU a-g requirements and career exploration opportunities including mentorships and internships
  - To demonstrate leadership skills and qualities
  - To be effective communicators, skilled at using verbal, written, and media tools
  - To engage in community improvement activities on a local and global scale
  - To demonstrate the ability to think logically and solve problems
  - To demonstrate the ability to use technology as a tool to acquire and communicate information
- (See sub-priorities K 4-5).

The exit outcomes are aligned to the school's mission, curriculum, and assessments. School-wide performance goals (including projected attendance levels, dropout rate, graduation rate goals, etc.) are modified continually using student data. Inspire recognizes that school-wide performance goals and exit outcomes need to be revisited regularly, and will be modified over time to continue to ensure that the program is reflective of and responsive to student need.

### **GOALS, ACTIONS AND MEASUREABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Inspire has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students including Inspire's numerically significant subgroup Latinos, students with disabilities and socioeconomically disadvantaged students. The metrics associated with these goals help Inspire to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

<b>STATE PRIORITY #1— BASIC SERVICES</b>	
<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>	
<b>SUBPRIORITY A – TEACHERS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	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.
<b>ACTIONS TO ACHIEVE GOAL</b>	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; the principal will annually review credential status.
<b>MEASURABLE OUTCOME</b>	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.
<b>BASELINE PERFORMANCE LEVEL</b>	Over the past five years, 100% of core teachers held valid CA Teaching Credentials with appropriate English learner authorization.
<b>METHODS OF MEASUREMENT</b>	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS; ESSA; and Annual publication of School Accountability Report Card.
<b>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
<b>ACTIONS TO ACHIEVE GOAL</b>	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
<b>MEASURABLE OUTCOME</b>	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
<b>BASELINE PERFORMANCE LEVEL</b>	Over the past six years, 100% of pupils have had access to standards-aligned materials.
<b>METHODS OF MEASUREMENT</b>	Principal and faculty review all instructional materials before purchase pursuant to E.C. § 60119.
<b>SUBPRIORITY C – FACILITIES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain a clean and safe school facility in partnership with Chico Unified School District as defined by the Inspire/CUSD MOU.
<b>ACTIONS TO ACHIEVE GOAL</b>	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards.
<b>MEASURABLE OUTCOME</b>	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 three months. Daily cleanliness spot checks will also be performed.
<b>BASELINE PERFORMANCE LEVEL</b>	Since the September 2016 facility inspection, all items noted for Required Correction have been corrected.
<b>METHODS OF MEASUREMENT</b>	Monthly site inspection documents prepared by Director of Operations and completed by Custodial staff; Annual Facility Inspection Reports.

<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>SUBPRIORITY A – CCSS IMPLEMENTATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards and their assessment.
<b>ACTIONS TO ACHIEVE GOAL</b>	Identify and participate in intensive, monthly professional development and trainings on the CCSS and Assessment for Learning.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of teachers will participate in at least eight hours of Professional Development and trainings in CCSS and Assessment for Learning through site developed professional learning communities.
<b>BASELINE PERFORMANCE LEVEL</b>	For the last six years, 100% of teachers have participated in at least eight hours of Professional Development beginning with an intensive series of workshops on Assessment for Learning, ABEO and CCSS.
<b>METHODS OF MEASUREMENT</b>	Professional Development calendar and shared reflection documents will evidence participation by teachers in professional development activities.
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of EL students will gain academic content knowledge through the implementation of the CCSS.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.
<b>BASELINE PERFORMANCE LEVEL</b>	EL students have been enrolled in English Language Arts/Literacy instruction with a designated EL Coordinator who meets with students regularly to do CELDT testing, assess student needs, provide support and determine re-designation criteria.
<b>METHODS OF MEASUREMENT</b>	EL student performance on the CAASPP statewide assessments; CELDT/ELPAC Assessments; ILP folder; teacher assessments; annual report cards.
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of EL students will gain English language proficiency through the implementation of CCSS as well as the use of Specially Designed Academic Instruction in English (SDAIE).
<b>ACTIONS TO ACHIEVE GOAL</b>	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL student have access to ELP curriculum as needed. The EL Coordinator participates in professional development activities and support and coaches the teachers of EL students.
<b>MEASURABLE OUTCOME</b>	100% EL students will gain English language proficiency through the implementation of CCSS as well as the use of Specially Designed Academic Instruction in English (SDAIE).
<b>BASELINE PERFORMANCE LEVEL</b>	In 2015-2016, 75% of EL students reached re-designation and English language proficiency within four years.
<b>METHODS OF MEASUREMENT</b>	EL student performance on the CAASPP statewide assessments; CELDT Assessments; ELD folders; teacher assessments; annual report cards.

<b>STATE PRIORITY #3— PARENTAL INVOLVEMENT</b>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain parent representation on the Inspire Governing Board. Maintain Inspire Foundation as our parental group and meet with them monthly.
<b>ACTIONS TO ACHIEVE GOAL</b>	Each spring, the Foundation elects officers for the parent group; parental/community board members (minimum one and maximum two) are nominated bi-annually depending on prior board member terms. Board members typically begin their terms in November per board policy.
<b>MEASURABLE OUTCOME</b>	Annually, the Governing Board will have, at minimum, one parent member.
<b>BASELINE PERFORMANCE LEVEL</b>	Over the past six years, at least one parent has always served as a Parent/Community Member on the Governing Board.
<b>METHODS OF MEASUREMENT</b>	Governing Board meeting agendas and minutes identify Parent/Community Members.
<b>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain the Foundation and meet monthly with its parents.
<b>ACTIONS TO ACHIEVE GOAL</b>	School administration will work with the Inspire Foundation to recruit parent participation via flyers, newsletters, the website and monthly parent meetings.
<b>MEASURABLE OUTCOME</b>	Annually, the Foundation will maintain at least a five member board. LCAP goals indicate a goal to increase parental numbers on the foundation by five to six additional members a year.
<b>BASELINE PERFORMANCE LEVEL</b>	Over the past six years, at least one parents has always served on the Foundation, with ten parents serving over the six year period. The Board has maintained seven members for all six years and continues to do so.
<b>METHODS OF MEASUREMENT</b>	Foundation meeting agendas and minutes identify parents who form part of the Foundation Board and the number of overall attendees.
<b>SUBPRIORITY C –CLIMATE SURVEYS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Solicit parent feedback via annual satisfaction surveys
<b>ACTIONS TO ACHIEVE GOAL</b>	Annually, Inspire administration or Board will conduct school and classroom satisfaction assessments to generate strategies for improvement. Assessments may be in conjunction with CUSD parent surveys. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation.
<b>MEASURABLE OUTCOME</b>	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members.
<b>BASELINE PERFORMANCE LEVEL</b>	80% of parents completed the 2015 Inspire Community Survey provided through CUSD. In 2016, no survey was administered through CUSD. Site survey had only a 5% return.
<b>METHODS OF MEASUREMENT</b>	Inspire will use the CUSD parent survey; results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis. Results may also be published on the school website.



<b>SUBPRIORITY D – COMMUNITY PERFORMANCES/OUTREACH</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School will co-sponsor with the Foundation at least two parent meetings annually to discuss student achievement and parental needs. In addition, Inspire will have at least five performance showcases throughout the year to highlight student achievement in the Arts in addition to two theater productions.
<b>ACTIONS TO ACHIEVE GOAL</b>	Inspire administration will meet and work with Foundation leadership to identify opportunities and events to best create and nurture community on campus.
<b>MEASURABLE OUTCOME</b>	At least two parent meetings will be held, as well as two major fundraisers and at least five showcases.
<b>BASELINE PERFORMANCE LEVEL</b>	Two parental meetings, two fundraisers, four theater performances and eight other performance showcases were held in the 2015-2016 school year.
<b>METHODS OF MEASUREMENT</b>	As demonstrated throughout our six year history, the calendar of school events has included events such as Taste of Inspire; Run to Inspire; Day on the Purple; Talent Show; Theater performances; Dance, Instrumental Music, Choral, Video and Art Showcases; Parent Orientation & Back to School Events; and College Information Nights.
<b>STATE PRIORITY #4— STUDENT ACHIEVEMENT</b>	
<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	
<b>SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	85% of students in the 11 <sup>th</sup> grade, including all student subgroups, score “standards met” or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and 60% score “standards met” or higher in mathematics. Specific attention will be paid to significant subgroups: Latino, Socio-Economically Disadvantaged, and Students with Disabilities.
<b>ACTIONS TO ACHIEVE GOAL</b>	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; early diagnostics to insure correct student placement in courses; implementation of a tiered intervention program to assist at-risk students; use of instructional technology in the area of mathematics; focus on integrated mathematics; teacher assistants in classrooms to support instruction and student learning; and dual instruction with core teachers and resource teachers. Counselors and administration will monitor academic progress of significant

	subgroups: Latino, Socio-Economically Disadvantaged, and Students with Disabilities and insure interventions as needed. Resource classes, <i>Basic English</i> , will be available to students with disabilities for language arts instructions; and resource teachers will team-teach in core English classes and Integrated Math C and/or 1 to support student need.
<b>MEASURABLE OUTCOME</b>	Annually, at least 95% participation rate in the CAASPP statewide assessments; at least 85% of students in the 11 <sup>th</sup> grade, including all subgroups, score “standards met” or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and at least 60% score “standards met” or higher in mathematics.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 90% of students in grade 11, scored “standards met” or higher on the California Standards Tests for English Language Arts; 47% of students in grade 11 scored “standards met” or higher on the CAASPP in mathematics.
<b>METHODS OF MEASUREMENT</b>	CAASPP Score reports; evidence of student learning as demonstrated on Advisory Learning Plan Folders; schoolwide writing assessments; schoolwide assessments in mathematics and ELA in all grade levels 9-12; teacher observations; pre and post unit test results, unit assessments; and assignment and project rubrics. Special attention will be paid to measurements of significant subgroups.
<b>SUBPRIORITY B – API (CAREER/COLLEGE INDICATOR)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	65% of students, including all student subgroups, will meet the annual CCI Growth Target, or equivalent, as mandated by the CA State Board of Education
<b>ACTIONS TO ACHIEVE GOAL</b>	Classroom instruction will incorporate strategies to increase critical thinking and project-based learning in preparation for the CAASPP. Students will be encouraged to take: 1. CTE and major coursework to complete pathways; 2. AP courses with greater encouragement to take the exam (with school assistance for Socio-economically disadvantaged students to help pay for the exam costs); 3. Creation of dual enrollment courses and increase in articulated courses to increase college preparedness.
<b>MEASURABLE OUTCOME</b>	65% of students, including all student subgroups, will meet the annual CCI target or equivalent as mandated by the CA State Board of Education
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 51% of students received a 3 or 4 on both ELA and Math EAP; 27% received a 3 or 4 on ELA and a 2 on Math EAP; and 42% completed a-g. (No students have been in CTE long enough to complete 3 courses; however, the 2016 graduating cohort will include CTE completers. Dual enrollment should begin in 2017-2018.)
<b>METHODS OF MEASUREMENT</b>	CAASPP/EAP Score reports; CTE completion rates; AP scores; dual, articulated and AP class enrollment and scores; CDE and CSU reports or equivalent as determined by the CA Department of Education.
<b>SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	60% of students, including all student subgroups, will complete all UC/CSU a-g course requirements.
<b>ACTIONS TO ACHIEVE GOAL</b>	To achieve this goal, students will complete a five year plan their freshman year, and review the plan yearly. Credit and transcript review lessons/units will be provided in 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grades through Advisories. Each student will meet individually with a counselor to review progress towards completion, and

	counselors will conduct a Junior Parent Night to review requirements with parents. Other College and Career Exploration Nights will also be utilized.
<b>MEASURABLE OUTCOME</b>	60% of students, including all student subgroups, will complete all UC/CSU a-g course requirements.
<b>BASELINE PERFORMANCE LEVEL</b>	In the 2015/2016 schoolyear, 42% of graduating seniors completed all a-g UC/CSU requirements; in addition, 98% completed all state requirements for graduation.
<b>METHODS OF MEASUREMENT</b>	Review of 10 <sup>th</sup> and 11 <sup>th</sup> grade transcripts and determination by UC/CSU eligibility reports.
<b>SUBPRIORITY D – EL PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
<b>ACTIONS TO ACHIEVE GOAL</b>	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, and monitoring by the EL Coordinator.
<b>MEASURABLE OUTCOME</b>	80% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 75% of students were re-designated.
<b>METHODS OF MEASUREMENT</b>	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/CELDT Coordinator; ELD Folder in conjunction with SDAIE instruction; and assessments and annual report cards.
<b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
<b>ACTIONS TO ACHIEVE GOAL</b>	EL students will receive in-class instructional support which includes 1-on-1 teacher support, specific language targeted instructional practices, small group work, usage of SDAIE and ELD instructional strategies, and monitoring by the EL Coordinator.
<b>MEASURABLE OUTCOME</b>	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 75% of EL students were reclassified to RFEP.
<b>METHODS OF MEASUREMENT</b>	Analysis and review of CELDT/ELPAC results, and CAASPP statewide assessment scores.
<b>SUBPRIORITY F – AP EXAM PASSAGE RATE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of all students in AP courses attempt to take the AP exams; 80% of all students taking the AP exams receive a score of 3 or better.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will receive specific instruction in AP coursework and instructional strategies so that classroom instruction is conducive to student learning; appropriate AP aligned instructional materials; and specific AP practice for the AP exam.
<b>MEASURABLE OUTCOME</b>	80% of all students in AP courses attempt to take the AP exams; 80% of all student taking the AP exams receive a score of 3 or better.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 70% of students taking AP exams received a score of 3 or better.

<b>METHODS OF MEASUREMENT</b>	Teachers will use in-class assessments, AP practice tests, progress reports, and summative grades, as well as the completion rate and AP exam scores at the end of the year to monitor and track student progress.
<b>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of all juniors tested, including all student subgroups, will receive “ready for college” or “conditionally ready for college” on the ELA portion of the EAP test as administered during CAASPP testing; 50% of all juniors tested, including all student subgroups, will receive “ready for college” or “conditionally ready for college” on the math portion of the EAP test as administered during CAASPP testing.
<b>ACTIONS TO ACHIEVE GOAL</b>	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS and EAP aligned instructional materials; implementation of a tiered intervention program to assist at-risk students; use of instructional technology in the area of mathematics with a focus on integrated mathematics; and specific ELA practice for the EAP test.
<b>MEASURABLE OUTCOME</b>	80% of all juniors tested, including all student subgroups, will receive “ready for college” or “conditionally ready for college” on the ELA portion of the EAP test as administered during CAASPP testing; 50% of all juniors tested, including all student subgroups, will receive “ready for college” or “conditionally ready for college” on the math portion of the EAP test as administered during CAASPP testing.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 89% of juniors tested “ready for college” or “conditionally ready for college” in ELA, and 47% of juniors tested “ready for college” or “conditionally ready for college” in mathematics on the EAP test.
<b>METHODS OF MEASUREMENT</b>	In class assessments, MDTP, CAASPP, anecdotal reporting between teachers, EAP practice tests, progress reports, and summative grades will be used to monitor and track student progress throughout the year.
<b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School will maintain a 95% ADA rate
<b>ACTIONS TO ACHIEVE GOAL</b>	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Specific communications about the importance of attendance will be provided to the community on a regular basis; incentives for good attendance will be utilized; the ASB will create an attendance program as well.
<b>MEASURABLE OUTCOME</b>	Annual Average Daily Attendance will be at least 95%
<b>BASELINE PERFORMANCE LEVEL</b>	Over the past six years, keeping our families informed about the importance of attendance has resulted in an overall maintenance of our attendance rate at

	approximately 94.5%. In 2016, our attendance rate was 94.91%; this is evidenced in our historical monthly, quarterly, and annual attendance reports
<b>METHODS OF MEASUREMENT</b>	Monthly, Quarterly, and Annual ADA reports will be used to provide periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will not have more than three unexcused absences in any school year and no more than 10 excused absences in any school year.
<b>ACTIONS TO ACHIEVE GOAL</b>	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
<b>MEASURABLE OUTCOME</b>	90% of enrolled students will have fewer than three absences during any one school year.
<b>BASELINE PERFORMANCE LEVEL</b>	Over the past six years, keeping our families informed about the importance of attendance has resulted in a 94.91% attendance rate in 2016; this is evidenced in our historical monthly, quarterly, and annual attendance reports.
<b>METHODS OF MEASUREMENT</b>	End of term absence and tardy reports from our student information system. Evidence of success is determined by monthly, quarterly, and annual attendance reports.
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE</b>	
<b>GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL</b>	
<b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter school will retain and promote 98% of 12 <sup>th</sup> grade students.
<b>ACTIONS TO ACHIEVE GOAL</b>	Charter school will offer an academically engaging learning environment for all its students, including members of all subgroups. The Short Intervention Plan (SIP) and the Progressive Intervention Plan (PIP) will be utilized to support struggling students and insure academic success.
<b>MEASURABLE OUTCOME</b>	90% of the 12 <sup>th</sup> grade class will be comprised of students who were enrolled at the charter school the prior year. 98% of enrolled seniors will graduate.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2015-2016, 95% of 12 <sup>th</sup> grade students were enrolled at the charter school the prior academic year. 98% of seniors graduated with a high school diploma or equivalency.
<b>METHODS OF MEASUREMENT</b>	Student re-enrollment documentation, graduation documentation and transcripts as verified by our student information systems and CALPADS reports.
<b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The charter school will graduate 98% of all 12 <sup>th</sup> grade students, including all subgroups.
<b>ACTIONS TO ACHIEVE GOAL</b>	The charter school will offer an academically engaging learning environment for all its students, including members of all subgroups. The Short Intervention Plan (SIP) and the Progressive Intervention Plan (PIP) will be utilized to support struggling students and insure academic success.
<b>MEASURABLE OUTCOME</b>	98% of the 12 <sup>th</sup> grade class will complete all graduation requirements or graduation equivalency as determined by the state.

<b>BASELINE PERFORMANCE LEVEL</b>	In 2015-2016, 98% of 12 <sup>th</sup> grade students completed all graduation requirements or equivalencies to earn a diploma.
<b>METHODS OF MEASUREMENT</b>	Students' graduation documentation as verified by our student information system, transcripts and CALPADS reports.
<b>STATE PRIORITY #6— SCHOOL CLIMATE</b>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <li>A. <i>Pupil suspension rates</i></li> <li>B. <i>Pupil expulsion rates</i></li> <li>C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></li> </ul>	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School will maintain an annual suspension rate of less than 1%.
<b>ACTIONS TO ACHIEVE GOAL</b>	The principal and assistant principal will work with teachers and families to manage student behavior issues and concerns by creating a learning environment in which teachers, staff and other adults know the needs, interests, and aspiration of each student; closely monitor each student's progress; and provide academic and other supports to meet student needs. Thirty-five minute Advisories which meet 4 times a week will be integral to student support in addition to ongoing SSTs as needed, parent communication and professional community practices; further support will be offered through both short and long term academic and behavioral supports.
<b>MEASURABLE OUTCOME</b>	Annually, 1% or fewer of all enrolled students will be suspended.
<b>BASELINE PERFORMANCE LEVEL</b>	In reviewing historical SARC data, Charter School has maintained a suspension rate of less than 1%.
<b>METHODS OF MEASUREMENT</b>	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School will maintain an annual expulsion rate of less than 1%.
<b>ACTIONS TO ACHIEVE GOAL</b>	The principal and assistant principal will work with teachers and families to manage student behavior issues and concerns by creating a learning environment in which teachers, staff and other adults know the needs, interests, and aspiration of each student; closely monitor each student's progress; and provide academic and other supports to meet student needs. Thirty-five minute Advisories which meet 4 times a week will be integral to student support in addition to ongoing SSTs as needed, parent communication and professional community practices; further support will be offered through both short and long term academic and behavioral supports.
<b>MEASURABLE OUTCOME</b>	Annually, 1% or fewer of enrolled students will be expelled.
<b>BASELINE PERFORMANCE LEVEL</b>	In reviewing prior SARC data, Charter School has maintained an expulsion rate of less than 1%.
<b>METHODS OF MEASUREMENT</b>	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.

<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SCHOOL SAFETY PLAN)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School students and staff will adhere to the School Safety Plan.
<b>ACTIONS TO ACHIEVE GOAL</b>	Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in the state required fire, earthquake, and safety drills.
<b>MEASURABLE OUTCOME</b>	100% of staff will participate in at least four hours of safe school training; Students will participate in at least five fire, earthquake or safety drills annually.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 100% of school staff participated in two hours of safe school Training as well as completing all state required mandated reporter trainings. In 2016, two fire, earthquake or safety drills were conducted.
<b>METHODS OF MEASUREMENT</b>	Staff meeting agenda, safety plan and annual drill calendar.
<b>SUBPRIORITY D [SURVEYS]</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter school administration or the board will conduct surveys and/or focus groups to determine student and parent satisfaction with school safety and climate, and administration or the Foundation will host various community building events and activities throughout the year.
<b>ACTIONS TO ACHIEVE GOAL</b>	The charter school or its board will conduct a yearly paper survey of parent and student satisfaction. Administration will conduct student surveys and focus groups to discuss classroom/school practices and student satisfaction as needed.
<b>MEASURABLE OUTCOME</b>	At least one full survey will be conducted yearly to determine parent and student satisfaction with school safety, policies and climate. Administration will meet with parents monthly through the Foundation to determine parent needs and concerns.
<b>BASELINE PERFORMANCE LEVEL</b>	One survey was conducted by the board in 2016, and four focus group interviews with students were conducted by administration. Informally, administration met with the Foundation monthly to determine parent needs and level of satisfaction.
<b>METHODS OF MEASUREMENT</b>	Yearly paper survey results; narrative/video documentation of student focus groups; Foundation minutes and notes.
<b>SUBPRIORITY E [COMMUNITY CLIMATE]</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students, parents and teachers will feel a sense of community on campus, and within their classroom community.
<b>ACTIONS TO ACHIEVE GOAL</b>	Students actively participate in community building activities throughout the school year in their Advisory classrooms and extra-curricular events. A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community.
<b>MEASURABLE OUTCOME</b>	Challenges and activities will begin during the first week of school and continue throughout the year through joint lessons in Advisories; there will be at least ten performances and two community events each year.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, surveys showed satisfactory on all areas of school climate. There were 13 performances/events throughout the year, Run to Inspire and the GALA as well as multiple rallies, Days on the Purple and a series of Advisory challenges.

<b>METHODS OF MEASUREMENT</b>	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. Community emails, school events and the activity calendar will document ongoing activities. As demonstrated throughout our six year history, the calendar of school events has included events such as Taste of Inspire/Run to Inspire, Advisory Challenges, the Advisory Cup, Back to School Events, The Inspire GALA, and Days on the Purple as well as a wide variety of visual and performing arts events, and academic competitions.
<b>STATE PRIORITY #7— COURSE ACCESS</b>	
<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>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)</i> <i>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))</i>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	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.
<b>ACTIONS TO ACHIEVE GOAL</b>	All academic content areas will be available to all students, including student subgroups, at all grade levels.
<b>MEASURABLE OUTCOME</b>	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 non-core subjects content areas available.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 100% of students including all student subgroups, unduplicated students, and students with exceptional needs, enrolled in the academic program as outlined in the school’s charter.
<b>METHODS OF MEASUREMENT</b>	Student transcripts, teacher observations, course request forms and student schedules.
<b>STATE PRIORITY #8— OTHER STUDENT OUTCOMES</b>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
<b>SUBPRIORITY A - ENGLISH</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy and complete 40 units of high school English Language Arts coursework.
<b>ACTIONS TO ACHIEVE GOAL</b>	All students will participate in college prep coursework. Instructional strategies implemented throughout courses will include: small group work; one-on-one conferring; lunchtime intervention program; ELD support; resource support; SIP support; speaking skills to present information; narrative and response to literature; and collaboration with colleagues to support student learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 85% of 9-12 grade students will progress one grade/skill level each academic year, as evidenced by transcript records. Annually, 80% of 11 <sup>th</sup> grade students, including all student subgroups, unduplicated students, and students



	with exceptional needs, at every grade level score “met standards” or higher on the CAASPP statewide test in the area of English Language Arts/Literacy.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 90% of students in grade 11, scored “met standard” or higher on the CAASPP test for English Language Arts.
<b>METHODS OF MEASUREMENT</b>	Student completion of 40 units of English Language Arts high school curriculum by graduation; CAASPP scores for 11 <sup>th</sup> grade students; teacher observations, grades and formative and summative testing.
<b>SUBPRIORITY B - MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students enrolled in mathematic courses, including all student subgroups, unduplicated students, and students with exceptional needs will demonstrate course level proficiency. All students will meet high school proficiency standards by graduation. All students will complete at least 20 units of math.
<b>ACTIONS TO ACHIEVE GOAL</b>	Math teachers are highly qualified to teach their courses and supported by peers and professional development to ensure teachers are using high impact teaching methods and students are performing at “met standard” or above in math courses. Teachers will also utilize support measures such as teacher collaboration; SIP and PIP; resource classes and co-teaching; course-alike assessments; and vertical articulation between classes to insure student success.
<b>MEASURABLE OUTCOME</b>	60% of students in grade 11 will score “met standard” or higher on the CAASPP test for mathematics. All students will complete 20 unites of high school mathematics by graduation. All students will complete Integrated Math 2 by graduation.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 47% of students in grade 11 scored “met standard” or higher on the CAASPP test for mathematics.
<b>METHODS OF MEASUREMENT</b>	All student will complete 20 units of high school mathematics by graduation as seen on their transcripts; in addition, in class assessments, MDTP, CAASPP, anecdotal reporting between teachers, progress reports, and formative and summative grades will be used to monitor and track student progress throughout the year.
<b>SUBPRIORITY C – SOCIAL SCIENCES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in World History, United States History, Economics and American Government.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers utilize direct instruction and an integrated approach as students study a blend of World History, United States History, Economics and American Government using the 2016 CA History-Social Science Framework and Common Core State Standards. Strategies included in an integrated approach are: reading and analyzing non-fiction and historical fiction texts; research projects and presentations; use of computer based information (articles, videos); field trip experiences; debates and simulations; and hands-on projects.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments in World History, United States History, Economics and American Government.

<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 98% of all 12 <sup>th</sup> grade students completed 30 units of social science high school curriculum.
<b>METHODS OF MEASUREMENT</b>	Formal assessments including frequent quizzes during units and summative exams. Authentic assessments such as presentations, projects, essays, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency. All students will complete 30 units of social science high school curriculum by graduation.
<b>SUBPRIORITY D - SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate mastery of the science practices and disciplinary core ideas in life and physical sciences as found in the Next Generation Science Standards. All students will complete 10 units each of life and physical sciences by graduation.
<b>ACTIONS TO ACHIEVE GOAL</b>	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.
<b>MEASURABLE OUTCOME</b>	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2015, 81% of grade 10 students scored proficient or advanced on the California Standards Test for Science.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments such as experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
<b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in the visual and/or performing arts courses in which they are enrolled. We will establish charter CTE Pathways in appropriate content area to include 40% of the student body population.
<b>ACTIONS TO ACHIEVE GOAL</b>	Utilizing a production and project-based learning approach students will develop an understanding of visual arts and performing arts. Students will learn career and technical skills through direct instruction, observation, demonstration, modeling, cooperative learning and other educational strategies.
<b>MEASURABLE OUTCOME</b>	Annually, 70% of all AME/CTE students will demonstrate proficiency in their pathway through formative, summative and authentic assessments.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 640 students were enrolled in VAPA courses (many students took multiple classes), and 91% (580) demonstrated grade level skills or better.
<b>METHODS OF MEASUREMENT</b>	Common Core VAPA Arts Standards and the AME/CTE standards as our performance baseline. Tracking of student completion of CTE and Major coursework. Students will complete 10 units of visual and performing arts courses.

<b>SUBPRIORITY F – PHYSICAL EDUCATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in physical education by completing 20 units of high school credits in physical education.
<b>ACTIONS TO ACHIEVE GOAL</b>	Students will be offered physical education credits through individualized programs through Independent Study Physical Education; or through project-based and performance-based dance courses; or through PE courses offered at the local university.
<b>MEASURABLE OUTCOME</b>	All students will complete 20 units of high school physical education through independent PE, dance PE or CSUC coursework.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 205 students were enrolled in a PE course; 96% (198) of students demonstrated grade level skills or better. All seniors completed 20 units of PE by their final year.
<b>METHODS OF MEASUREMENT</b>	Students' transcripts, grades, ISPE reports and written logs will determine student participation and level of mastery in the required 20 units of high school physical education.
<b>SUBPRIORITY G – HEALTH</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Health Sciences. All students will complete five units of health by graduation.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through an inquiry based approach students will develop an understanding of health science by participating in hands-on learning experiences, discussions with guest speakers, and analysis and interpretation of current health data. Emphasis will be placed on developing lifelong, positive health-related attitudes and behaviors. A new 5 credit Health course will replace online Health credits.
<b>MEASURABLE OUTCOME</b>	Annually, 65% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016 only online Health was offered; 49 students were enrolled in an online health course; 92% (45) completed the coursework.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments such as experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency. All students will complete 5 units of health education by graduation.
<b>SUBPRIORITY H – FOREIGN LANGUAGES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students will demonstrate language-level proficiency in Spanish and French using the rubric: Novice-Low, Novice-Mid, Novice-High, Intermediate-Low, Intermediate-mid and Intermediate-High. 80% of students will complete 2 years of language courses and achieve at intermediate levels.
<b>ACTIONS TO ACHIEVE GOAL</b>	The language class is based on demonstrations of proficiency through communicative performance. Instructional strategies include: target language, cooperative learning, culture-infused content and activities that include a balance of interpretive, interpersonal and presentational modes of

	communication.
<b>MEASURABLE OUTCOME</b>	The data collected annually will show that 75% of all students demonstrate a growth of one proficiency level per year.
<b>BASELINE PERFORMANCE LEVEL</b>	We are developing a proficiency-based assessment plan to establish a baseline performance level.
<b>METHODS OF MEASUREMENT</b>	Utilizing a proficiency rubric based on the ACTFL (American Council on the Teaching of Foreign Languages) Performance Descriptors for Language Learners, students will be assessed and self-assess based on their language performance in the three modes of communication. All students will complete 10 units in fine arts/world language/CTE by graduation.
<b>SUBPRIORITY I – APPLIED ARTS</b>	
NOT APPLICABLE	
<b>SUBPRIORITY J – CTE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in the various CTE courses in which they are enrolled.
<b>ACTIONS TO ACHIEVE GOAL</b>	Engineering and Arts, Media and Entertainment (AME) CTE staff will meet to create curriculum and pathways, and to determine best student outreach and instructional strategies. The CTE coordinator will monitor student progress and ensure completion of programs. Students will choose a course of study from the several pathways offered.
<b>MEASURABLE OUTCOME</b>	90% of all students who enter a pathway and express a desire to complete, will finalize three class courses of study to complete their chosen pathway.
<b>BASELINE PERFORMANCE LEVEL</b>	Because we are just beginning year three of the Engineering grant and year two of the AME grant, no student has yet completed a pathway. In 2016, 378 students were enrolled in a pathway course.
<b>METHODS OF MEASUREMENT</b>	60% of all students will complete a CTE pathway by graduation as reported on transcripts; student progress will also be measured by formative and summative assessments in class.
<b>SUBPRIORITY K(1) – OTHER SUBJECTS – STUDENT SKILL DEVELOPMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of all students will be enrolled in CTE pathways or majors and develop a specific plan to help develop deeper skills and knowledge in a given discipline or pathway.
<b>ACTIONS TO ACHIEVE GOAL</b>	Throughout the school year, 80% of all students are enrolled in CTE or majors courses. Students meet with major’s advisors, the Major’s Coordinator, and/or the CTE coordinator to review their coursework, choices and progress in achieving their personal educational goals.
<b>MEASURABLE OUTCOME</b>	80% of all students will be on track to complete either a CTE pathway or a major within four years of high school coursework.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, 378 students were enrolled in CTE courses, and 79 students were enrolled in majors. There were 27 students who graduated having completed a major course of study.
<b>METHODS OF MEASUREMENT</b>	Documentation maintained by the Major’s Coordinator, CTE reports for the CDE CTE grant allocation, major meeting agendas and major advisor reports

	and student meetings.
<b>SUBPRIORITY K(2) – EXTRA-CURRICULAR/COMMUNITY SERVICE ENGAGEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of all students will be engaged in extra-curricular activities such as school clubs, ASB, academic competitions, or performances with a push to emphasize community service—both locally and globally.
<b>ACTIONS TO ACHIEVE GOAL</b>	Throughout the year, staff will act as advisors, coaches and directors for a variety of activities for students which may include, but not be limited to: visual and performing arts productions, academic and science competitions, clubs, majors, service projects and student outreach.
<b>MEASURABLE OUTCOME</b>	ASB will track the number of students involved in clubs on campus. Records will be retained listing the names of students in majors, competitions, productions and projects with particular concern for activities that lead to community service.
<b>BASELINE PERFORMANCE LEVEL</b>	No baseline data has yet been collected. However, ASB, Production, CTE and Majors information will be gathered in the following years.
<b>METHODS OF MEASUREMENT</b>	ASB will track the number of students involved in clubs on campus. Records will be retained listing the names of students in majors, competitions, productions and service projects.
<b>SUBPRIORITY K(3) – INTERVENTION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Teachers will monitor student achievement, and 100% of teachers will use the Short Intervention Program (SIP) to refer students for immediate, weekly intervention.
<b>ACTIONS TO ACHIEVE GOAL</b>	A staff person will be designated to collect teacher referrals for SIP, and all teachers will select students for SIP weekly. Students will be sent to study advisories to receive time and tutoring until all work is completed. Administration will work to create student interventions and extra support for students who are chronically on SIP.
<b>MEASURABLE OUTCOME</b>	The number of Ds and Fs will decline by 20% from the baseline year. An additional, 3% declination should occur each following year.
<b>BASELINE PERFORMANCE LEVEL</b>	In the spring semester of 2016, the number of failing grades declined by 20% from the previous year: from 291 to 233.
<b>METHODS OF MEASUREMENT</b>	SIP logs: including teacher referrals, student attendance and work completion; Aeries progress reporting and grades; teacher observation of student work and motivation.
<b>SUBPRIORITY K(4) – LEADERSHIP</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students will be given opportunities for leadership roles through classroom work, student leadership or extra-curricular activities.
<b>ACTIONS TO ACHIEVE GOAL</b>	Coursework will be project-based and allow students to design, lead and evaluate their work. The student leadership class will be open to all interested students on site with a GPA of 2.0 or higher. Inspire will maintain a Production Team of students that design, organize and run productions for the campus. Finally, students will lead their own clubs and competitive organizations on campus.
<b>MEASURABLE OUTCOME</b>	100% of all students will be required to design and present original projects by their senior year; 10% of all students will be involved in student government during their high school career; 10% of students will have a leadership role in

	site productions; 10% of students on campus will be involved in leadership roles through clubs and competitive organizations.
<b>BASELINE PERFORMANCE LEVEL</b>	Through core classes, all seniors were required to present original projects that included design, financial and presentation elements. In 2016, 24 students were enrolled in the student leadership course, approximately 40 students were given management responsibilities in productions, and there were 39 clubs each with a president and treasurer.
<b>METHODS OF MEASUREMENT</b>	Enrollment in student leadership class; production team roster, and production notes on management for all productions; and club records.
<b>SUBPRIORITY K(5) –CRITICAL THINKING AND COMMUNICATION SKILLS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will be able to communicate using verbal, written and media tools; students will be able to think logically, and solve problems through a variety of methods.
<b>ACTIONS TO ACHIEVE GOAL</b>	Coursework will be project-based and allow students to design, lead and evaluate their own work. Students will be required to present information and projects regularly in class. Teachers will use technology for instruction and communication and require students to do the same.
<b>MEASURABLE OUTCOME</b>	100% of all students will be required to design and present original projects by their senior year. 100% of students will be required to communicate with teachers and access work through technology.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2016, through core classes all seniors were required to create some form of a senior project which included design, advertising and presentation of ideas. 100% of students used technology to watch lessons, communicate with teachers, or to submit work. All courses include some form of project-based learning.
<b>METHODS OF MEASUREMENT</b>	Senior projects in core classes; Aeries and Schoology log-ins; courses requiring home technology access. Project-based learning in course syllabi.

#### Acknowledgements and Affirmations

Inspire acknowledges that exit outcomes and performance goals may need to be modified over time, and will use the state LCAP design to create a continual model of reflection and improvement. Further, Inspire administration and staff will ensure that any goals created through the LCAP process will be aligned to the originating mission of the school. This process will allow all students the maximum capacity to access a-g coursework and attend California universities and colleges if they so desire.

In addition, Inspire will continue to make public the findings of our yearly student, staff and parent surveys, and share with parents the state scores of students. This information will be shared through community emails and on the Inspire Website. State scores and the School Accountability Report

Card will be made available through the website as the information becomes available from the state. Parents may also utilize Aeries to monitor student progress.

#### Accreditation

Inspire is accredited by the Western Association of Schools and Colleges (WASC) through 2020. All students are able to graduate with University of California/California State University (UC/CSU) approved coursework. To this end, all Inspire courses have been submitted for UC a to g approval.

### **Element D: LOCATION**

Inspire School of Arts and Sciences is co-located on the Chico High School campus at 335 W. Sacramento Ave. The campus is comprised primarily of portable buildings with one dance room and one classroom on the Chico High campus. The remainder of the campus includes fifteen regular classroom portables, 4 larger portable classrooms for arts and sciences, 2 portable science labs, sufficient restrooms and one office. There is a small grass area designated as the “quad.” The portables will need to be renovated and more space for student services and video production would allow for greater educational suitability. The budget includes plans for facility renovation. Expansion would only occur with CUSD discussion and analysis. All legal requirements for facility maintenance are kept and recorded through CUSD. The school is regularly reviewed by our authorizer, CUSD; we have an annual fire inspection, and there is an annual insurance inspection as well. All buildings meet required building codes.

### **Element E: GOVERNANCE STRUCTURE**

Parent Involvement:

The staff of Inspire is committed to working in partnership with parents in the governance of the school. This is demonstrated by a weekly newsletter emailed to parents and posted on Inspire's website. Avenues for parental involvement include:

- Advisory: Membership on Board of Directors and the Inspire Parent Foundation as well as participation in annual surveys assessing the school's program.
- Fundraising: Working with school staff to raise funds to support student and school programs as well as participating with the Inspire Foundation Advisory Board.
- Volunteer: Parents are encouraged to share their time and expertise in a variety of ways including: classroom lectures, enrichment sessions, participation on panels to judge student portfolios and work, attending field trips, serving on parent committees, serving as mentors, tutors, or providing internships to students as well as volunteering to help with productions, contests and other school activities.
- Advocacy: Communicating the school's program and needs to the public, educators and policy makers to advocate for necessary policies and resources.

Non-Profit Public Benefit Corporation

Inspire shall be a locally-funded independent charter school and operated as a California non-profit public benefit corporation, pursuant to California law.

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

Attached in the Appendix, please find the proposed Inspire Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors:



Inspire is governed by its Board of Directors whose members have a legal and fiduciary responsibility for the well-being of the organization. The Inspire Board of Directors is composed of a broad cross-section of the school community and the community at-large, including parents, professionals, and community leaders.

The number of people serving on the Board of Directors, the length of terms, and the selection process for Directors is specified in the Inspire Board of Director by-laws. The Board of Directors consists of five (5) to seven (7) voting members. The voting members reflect constituencies within our school community and the community-at-large, and may include representatives of local post-secondary faculty; community members with a strong background in the arts and/or sciences; the Inspire parent community; the local professional business and/or arts community; and educators. The Inspire Principal serves in an advisory capacity to the board. Inspire teachers may elect a representative to attend meeting to speak on their behalf and make recommendations to the board. This representative will not be a voting member of the board nor an officer to the board. Consistent with Education Code section 47604(b), one (1) Chico Unified School District representative may serve on the Inspire Board of Directors as a voting member.

The Board's roles and responsibilities include but are not limited to establishing board policies that affect the Inspire School of Arts and Sciences such as hiring staff, approving the school's annual budget, and overseeing the school's financial affairs. Board Members have a responsibility to solicit input from, and opinions of, the parents of students, the faculty and staff, regarding issues of significance. Board members are expected to weigh the input and opinions carefully before taking action.

The Board of Directors will also hire a Principal who is responsible for management of the day-to-day affairs of Inspire and serves as an advisory consultant to the Board. Principal candidates must be approved by a majority vote of the teaching staff. On an annual basis, the Principal presents to the District an overview of the measurable objectives as recorded in the school's LCAP. The Principal reports to the Board of Directors and is evaluated by the Board of Directors on an annual basis. Final authority for all matters dealing with the administration of Inspire shall reside with the Board of Directors.

#### By-laws and Policies

The Board of Directors have developed and adopted bylaws consistent with the Charter Schools Act, the terms of this charter, and all other applicable laws. The bylaws provide details on voting rights, and term of office for the members of the Board of Directors. The Board of Directors may establish committees or task forces deemed necessary from time to time.

Compliance with Brown Act, Public Records Act and Conflict of Interest Policy:

Members of the Board of Directors are required to comply with any applicable conflict of interest laws and regulations such as Government Code Section 1090 et seq., and the Political Reform Act (Government Code §871 00, et seq.). The School shall also comply with the Public Records Act and Education Code section 47604.3. All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9, commencing with Section 54950, of Division 2 of Title 5 of the California Government Code).

Inspire Foundation

The Parent Council, known as the Foundation, will be an advisory group to the Principal. The Foundation may make recommendations about issues related to Inspire and participate in reviewing parental and community concerns. The Foundation will also help in supporting the school through fundraisers and other community events. The Principal will be responsible for communicating all Foundation policy recommendations to the Board of Directors.

Legal Organization of the School:

While Inspire operates as a locally-funded charter school through the Chico Unified School District, it is a separate legal entity with its own 501(c)(3) status. All legal, financial or other claims and responsibilities of Inspire are separate and indemnified from Chico Unified School District.

Structure for Providing Business and Administrative Services

Inspire maintains a memorandum of understanding (MOU) with the Chico Unified School District which provides personnel, accounting, and payroll services to Inspire. (The full MOU is provided in the appendix.) Inspire also maintains property and liability coverage through Northern California Schools Insurance Group, and will continue to maintain coverage through this or other organizations.

**Element F: EMPLOYEE QUALIFICATIONS**

Qualifications for Prospective Employees:

Inspire recruits and hires professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Employees meet specific qualifications for employment as outlined in their job descriptions. These documents shall be maintained on file at the Inspire School of Arts and Sciences and shall be subject to periodic inspection by the District. All requirements for employment set forth in applicable provisions of law are met, including but not limited to credentials, as necessary.

In addition to the requirements listed above, successful applicants will possess the following qualities:

- Leadership and management abilities
- A commitment to students and to learning
- A strong knowledge of their subject matter
- The ability to be reflective in their practice
- The ability and desire to collaborate with staff, parents, community partners, and students as a part of a team
- Flexibility and resourcefulness
- A strong commitment to academic rigor
- A strong commitment to Inspire’s program and its philosophy, as outlined in section I
- A willingness and ability to collaborate and integrate across disciplines
- Ongoing engagement in professional growth and development
- A willingness to participate in co-curricular and extra-curricular activities such as serving as an advisor to a student club, traveling with students to student leadership organization conferences, etc.
- The ability to creatively and effectively facilitate student learning

Recruitment and hiring practices are consistent with applicable CUSD policies. All applicants will be paper-screened and then interviewed by a hiring committee that will be comprised of a cross-section of stakeholders (which may include teachers, students, and parents) as well as the principal or designee. The hiring committee will determine whether a demonstration lesson, additional interviews, or additional applicants will be required as a part of the hiring process.

### Key Positions and Qualifications

- *Site Principal:* At a minimum, the Site Principal's qualifications will include outstanding communication skills, a strong knowledge of curriculum development and program design, and the ability to build consensus and community. Applicants must hold at least a bachelor's degree, and have at least five years' experience in teaching, with some experience in program or school administration preferred. A master's degree and administrative credential is strongly preferred.
- *Assistant Principal:* the Assistant Principal's qualifications will include outstanding communication skills, knowledge of facilities management, health and safety coordination, emergency preparedness, student discipline, parent collaboration, event planning, and the ability to build consensus and community. Applicants must hold at least a bachelor's degree, and have at least three years' experience in teaching, with experience in program or school administration preferred.
- *School Office Manager:* The office administrator will work with parents, students, staff, and the community, and be responsible for all administrative clerical duties related to the school. Personal qualifications include strong organizational, time management, and multi-tasking skills; excellent interpersonal and communication skills; and an ability to work independently and as part of a team. Applicants must hold at least an associate degree, and have at least three years' experience in an administrative support position. Experience in a school setting is preferable; proficiency in Microsoft Office is required.
- *Fiscal Manager:* The Fiscal Manager is responsible for the charter's fiscal and data management. Personal qualifications must include excellent skills in accounting and data management, and strong organizational and communication skills, along with the ability to work independently and as part of a team. Applicants must hold a Bachelor of Accounting and have at least three years of experience, preferably in school accounting. Extensive experience with Excel is also required.
- *Teacher:* All Inspire teachers will be required to 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. Teacher credentialing must also satisfy the requirements under the Every Student Succeeds Act. All teachers serving English language learner students must hold their CLAD or BCLAD certification or equivalent certification approved by the California Commission on Teacher Credentialing.

Core Academic Courses: Core and college preparatory classes are defined for purposes of this charter as English, reading or language arts, mathematics, science, world languages, civics and government, economics, arts, history, and geography. The Inspire School of Arts and Sciences may contract with other personnel on a volunteer or consultant basis who will possess experience and expertise to provide instruction or student support in non-core, non-college academic areas (e.g., technology and music). The role of any such personnel will be to bring real-world expertise to the classroom and to enrich the program; they will not supplant any certificated or classified personnel, and will be supervised when working with students by a credentialed teacher employed by the charter school.

#### **Element G: HEALTH AND SAFETY PROCEDURES**

Criminal Record and TB Verification: The School will comply with the provisions of Education Code 44237: Fingerprints and Criminal Records Summary. Each new employee not possessing a valid California State teaching credential must submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. In addition, the Inspire School of Arts and Sciences will conduct criminal background checks of vendors as required by Education Code section 45125.1. Faculty and staff will also be required to furnish proof of an examination and clearance for tuberculosis as required by law. The above requirements constitute conditions of employment.

Health Services: Health services will be provided to all students, through an agreement with CUSD. All Inspire students will receive health services comparable to those provided to other students within the district.

Health and Safety Practices: All new students will be required to show proof of necessary immunizations as a condition of school admittance to the same extent as would apply if pupils attended non-charter public schools. The school will provide screening of students' vision and hearing to the same extent as would be required if students attended a non-charter public school. Records of student immunizations will be maintained.

Inspire is committed to providing a safe school environment and will maintain a comprehensive school safety plan which is submitted and reviewed by CUSD yearly according to their timetable. This plan will include but not be limited to the following topics:

- Immunization records (Handbook)
- Natural disasters and emergencies (Safety Plan)
- Drug, alcohol, and tobacco free school (Safety Plan/Handbook)
- Criminal background checks for employees (Charter)
- Mandated child abuse reporting (Safety Plan)
- Sexual harassment (Safety Plan)
- Pesticide use (Handbook)
- Internet use (Handbook)
- Safety training (Safety Plan)
- Emergency and first-aid response (Safety Plan)

These policies will be incorporated into the staff and student handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and policy updates. Trainings will be provided in all areas required by the district and/or by state law, either in conjunction with district trainings or covering equivalent material with particular attention to mandated reporting and correct first aid responses.

#### **Element H: RACIAL AND ETHNIC BALANCE**

Believing that heterogeneity is beneficial for academic achievement and important for leadership development, our staff will make specific efforts to recruit a student body that reflects the diversity of the surrounding geographic area in terms of ethnicity, socio-economic status, language, parents' educational levels, nationality and other diversity groupings. These procedures may include enrollment timelines that allow for a broad-based application process, the distribution of promotional materials across the district, and outreach meetings in local geographic areas. Existing networks that offer a bridge to college for students traditionally underrepresented (MESA, Talent Search, etc.) will be tapped. We will include students of various ethnicities as well as other diversity groupings on our outreach teams to feeder middle schools and at informational evenings.

## **Element I: FINANCIAL AUDIT**

### *Financial Audits:*

Independent audits will be performed each fiscal year as part of the annual audit process by CUSD auditors. Such an audit will at a minimum verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examine Inspire's internal controls. 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 will also include a review of average daily attendance. The audit will be completed and submitted to Inspire, the District, the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 following the close of the fiscal year and a copy of the auditor's findings, if any, will be forwarded to Inspire's Fiscal Manager and/or the Secretary of the Inspire Board. The audit will employ all generally accepted accounting procedures.

Any disputes regarding the audit, in either exceptions or deficiencies, will be reviewed by the Inspire Board and reported to the CUSD Board of Trustees about their resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be resolved using the process outlined in Element 14 of this Charter.

Any exceptions or deficiencies will be reviewed by Inspire administration and the Fiscal Manager and submitted to the Inspire Board of Directors with recommendations. The Inspire Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. Inspire will resolve any audit exceptions and deficiencies (if any) to the satisfaction of the Chico Unified School District by the end of the fiscal year following the audit.

## **Element J: PUPIL SUSPENSION AND EXPULSION**

Inspire School of Arts and Sciences uses the same comprehensive set of student discipline policies as the Chico Unified School District. These policies are printed and distributed as part of the school's

parent, student and teacher handbooks and will describe the school's expectations regarding school rules, attendance, substance abuse, violence, safety, and the dress code.

Any student who engages in repeated violations of the school's behavioral or academic expectations is required to attend a meeting with the principal or designee and the student's parent or guardian. The school prepares specific, written remediation agreements outlining student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. The school's policies provide students with an opportunity for due process, pursuant to applicable federal law regarding students with disabilities. Further, Inspire will continue to use the CUSD procedures and processes for both in-school and out of school suspensions.

The principal or designee may, pursuant to the school's adopted policies, discipline and suspend students. If students fail to comply with the terms of a remediation agreement, the Principal may recommend expulsion to the Inspire Board of Directors. The school's governing Board of Directors will utilize the CUSD Hearing Officer to handle the expulsion process at Inspire, in accordance to all procedures and policies adopted by Chico Unified School District and the California Education Code. The Hearing Officer will notify the Inspire Board of Directors of any pending expulsions. Inspire will include suspension and expulsion data in its annual performance report and this information will also be forwarded to CUSD for the district's data collection purposes. Students who present an immediate threat to health and safety may also be immediately suspended by the Inspire Principal or their designee and later expelled by the Inspire Board of Directors upon recommendation by the Hearing Officer.

Inspire will follow the California Educational Code in determining all disciplinary actions for students, and will confer with CUSD personnel on such issues as deemed necessary. Inspire administration will follow all relevant laws protecting the constitutional rights of students and will provide due process for all students including regulations regarding students with disabilities. The following are grounds for possible suspension and expulsion:

- *Physical Injury*: Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or Willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2))



- *Weapons, Explosives, Dangerous Objects:* Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b))
- *Controlled Substances/ Alcohol:* Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11 053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c))
- *Substances in Lieu of Controlled Substances:* Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11 053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d))
- *Robbery or Extortion:* Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e))
- *Damage to Property:* Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f))
- *Theft of Property:* Stole or attempted to steal school property or private property. (Ed. Code 48900(g))
- *Tobacco:* Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- *Obscenity/ Profanity:* Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))

- *Drug Paraphernalia*: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900U))
- *Disruption/Defiance*: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k))
- *Received Stolen Property*: Knowingly received stolen school property or private property. (Ed.Code 48900(1))
- *Imitation Firearm*: Possessed an imitation firearm. (Ed. Code 48900(m)) (The definition of "Imitation Firearm" is a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- *Sexual Assault/Sexual Battery*: Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) (The definition of sexual assault includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.) The definition of sexual battery is the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4))
- *Harassment of Witness*: Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- *Sexual Harassment*: Committed sexual harassment. (Ed.Code 48900.2) (The definition of sexual harassment is an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational

environment. The limitations are that the sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2

- *Hate Violence*: Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) The definition of hate violence is the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.")
- *Intentional Harassment*: Created a hostile educational environment (Ed.Code 48900.4) (The definition of intentional harassment is the engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment).
- *Bullying*: Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance. (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- *Terrorist Threats Against School Officials and/or Property*: Committed a terrorist threat against school officials, school property or both (Ed.Code 48900.7) (The definition of a terrorist threat includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in: death; great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000.00), 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, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family.

- *Hazing*: Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- *Vandalism/Malicious Mischief*: Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds. Note: Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

#### **Element K: RETIREMENT SYSTEM**

Classified staff at Inspire will be eligible to participate in the federal social security system and/or the Public Employees Retirement System and will have access to other school-sponsored benefits according to policies developed by the Inspire Board of Directors and adopted as the school's employee policies. Certificated staff at Inspire will be eligible to participate in the State Teachers' Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future; they will also have access to other school-sponsored benefits according to policies developed by the Inspire Board of Directors and adopted as the school's employee policies. Inspire continues to contract with CUSD for payroll services; Inspire shall pay CUSD for indirect costs and oversight to be addressed in a Memorandum of Understanding. As such, the designated CUSD personnel will work with the Inspire Fiscal Manager to ensure that the appropriate arrangements for coverage have been made.

#### **Element L:**

#### **DISPUTE RESOLUTION PROCESS RELATING TO PROVISIONS OF THE CHARTER**

*Intent*

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

*Public Comments*

The staff and governing board members of Inspire and CUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

*Disputes Arising from within the School*

Disputes arising from within Inspire, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school. The district shall not intervene in any such internal disputes without the consent of the governing board or Principal of Inspire for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

*Disputes between Inspire and CUSD*

In the event that Inspire or CUSD have disputes regarding the term of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below. In the event of a dispute between Inspire and CUSD, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the Superintendent of the district and Principal of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principal and Superintendent shall informally meet and confer in a timely fashion in an attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with

the Superintendent of the district and the Principal of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral, third party mediator as agreeable by both parties. The format of the mediation session shall be developed jointly by the Superintendent and the Principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the school and grantor jointly agree to a binding mediation process. Any mediator and mediation process will be mutually agreed upon by both parties before the process begins.

*Oversight, Reporting, Revocation, and Renewal*

The Chico Unified School District may inspect or observe any part of the school at any time. The inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by CUSD without the mutual consent of the governing board of Inspire.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of Inspire in writing, noting the specific reasons for which the charter may be revoked, and grant Inspire reasonable time to respond to the notice and take appropriate corrective action. CUSD agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element I. Within two months of the receipt of this annual review, CUSD must notify the governing board of Inspire as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

**Element M: LABOR RELATIONS**

For purposes of labor relations Inspire School of Arts and Sciences shall be deemed the exclusive public school employer of the employees of the charter school in accordance with the objectives of the Education Employment Relations Act (EERA).

#### **Element N: ADMISSION REQUIREMENTS AND POLICIES**

Inspire School of Arts and Sciences is nonsectarian in its programs, admission policies, employment practices, and all other operations, and does not charge tuition nor discriminate against any student based on race, ethnicity, national origin, religion, gender, gender expression, gender identity, sexual orientation, perceived sexual orientation, home language, or disability or any other characteristic described in Education Code Section 220.

Capacity permitting, Inspire shall admit all pupils who wish to attend the school.

If the number of pupils who wish to attend Inspire exceeds the school's capacity, attendance shall be determined by a public random lottery. As permitted by state and federal charter law, students currently in the charter and their siblings shall be exempt from the lottery. Students who reside within the CUSD attendance boundaries shall be given preference in the lottery over those students who do not. Specifically preferences for enrollment will include the following ranked order:

1. Continually enrolled students.
2. Siblings of continually enrolled students.
3. Students who are re-applying after being on a wait list for the previous year.
4. Children of faculty and staff on site up to 3% of overall enrollment.
5. Students re-enrolling at Inspire with a planned leave of absence approved by the Principal.
6. Up to 10% of available freshman openings for students residing in lower income attendance boundaries such as those from Chapman or Citrus Elementary Schools.
7. Students residing within the Chico Unified attendance boundary.
8. All other eligible students.

The enrollment preferences above are applied at the time of the enrollment lottery.

Inspire is committed to enrolling and graduating a student body representing Chico's and the surrounding communities' diversity, and will target outreach and recruitment efforts to these groups in addition to others. Inspire will have an open enrollment period of approximately two months which will coincide with CUSD processes, and will run the random lottery and notify parents within a timely fashion to allow for student enrollment and engage in pre-enrollment activities like visitations and course selection nights.

#### **Element O: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

Students who opt not to attend Inspire School of Arts and Sciences may attend other district schools (if they reside within the CUSD boundaries) or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district of residence. The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or any program of any local educational agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local educational agency.

Short-term independent study is available for students for up to ten days for pre-arranged absences in compliance with CUSD policy and California Educational codes 48205. Students with temporary disabilities which make attendance in the regular day classes impossible or inadvisable shall receive individual instruction in compliance with CUSD policy and California Educational codes 48206.3.

#### **Element P: DESCRIPTION OF EMPLOYEE RIGHTS**



*Rights of School District Employees*

No employee employed by CUSD shall be required to be employed by Inspire. Any employee who so desires will be considered for employment through an open application process. Inspire staff who transfer from employment with another CUSD school may retain right of return to an identical position at another school in the district, service credit, sick leave, and vacation days in accordance with their respective contracts with approval from Chico Unified School District.

**Element Q: CLOSURE PROCEDURES**

Closure of Inspire will be documented by official action of the Inspire 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.

Inspire will promptly notify parents and students of Inspire, the District, the County Office of Education, Inspire's SELPA, the retirement systems in which Inspire's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Inspire will ensure that the notification to the parents and students of Inspire 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 Inspire.

Inspire 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, Inspire 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. § 1232g. Inspire will ask the District to store original records of Charter School students. All student records of Inspire shall be transferred to the District upon closure. If the District will not or cannot store the records, Inspire shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Inspire will prepare final financial records. Inspire will also have an independent audit completed within six months after closure. Inspire will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Inspire 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 Inspire.

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**PROPOSED BYLAWS**  
**OF**  
**INSPIRE SCHOOL OF ARTS AND SCIENCES**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this Corporation is Inspire School of Arts and Sciences.

**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 335 W. Sacramento Ave. Chico, 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 governing the charter schools operated as or by the Corporation. 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, corporation 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.

**ARTICLE VI  
CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION 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”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

**Comment [A1]:** This language should be consistent with the charter. The charter currently provides that the Board shall have 7 members. We generally recommend that a range be stated to permit more flexibility if Board members leave Board service prior to the natural expiration of their term.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two year(s) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be six seats for a term of one to two year(s) dependent on prior service. The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Rob Reddemann, Chair	11-2017
Gail Holbrook	11-2017
Kate McCarthy	11-2018
David Zeichick	11-2018
Suzanne Gripenstraw	11-2018
Linda Hovey	11-2018
TBA: Educator	11-2019

**Comment [A2]:** The most typically Board term length for charter schools is 2 or 3 years. The initial terms can also be staggered with directors serving differing term lengths. For example, 2 seats serving a 2 year term, 3 seats serving a 1 year term. Please let me know if you would like me to suggest some language for this purpose.

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 currently being 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 unless otherwise removed from office in accordance with these bylaws for 2 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 such designation 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 corporate 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, except for the representative appointed by the charter authorizer, 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 such removal 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) as said chapter may be modified by subsequent legislation (“Brown Act”). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.
- Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, 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. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.
- 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 unless the Board of Directors designates another location in accordance with these bylaws. 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 Brown Act.
- 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 Brown Act. 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 following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

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 the inception of any meeting, the meeting shall be adjourned. 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 granting agency in which the Corporation 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;<sup>1</sup>
- 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. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

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 scheduled 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 the Brown Act.

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

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<sup>1</sup> 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.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not

adopted rules, the committee may do so.

- Section 25. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.
- Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

### **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-Chair. 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. Except for the Chairman of the Board and Vice-Chair, 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. **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 5. **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 6. **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 7. **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 8. **PRESIDENT.** The President, also known as the Principal 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 9. **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 10. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and

other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

#### **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

#### **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

#### **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

**ARTICLE XII  
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII  
INSURANCE**

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

**ARTICLE XIV  
MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XV  
INSPECTION RIGHTS**

- Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.
- Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.
- Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

**ARTICLE XVI  
REQUIRED REPORTS**

- Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:
- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
  - b. The principal changes in assets and liabilities, including trust funds;
  - c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
  - d. The Corporation's expenses or disbursement for both general and restricted purposes;



- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

**ARTICLE XVII  
BYLAW AMENDMENTS**

Section 1. **BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with the charter, 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 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Inspire School of Arts and Sciences, 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.

\_\_\_\_\_

Jana Gosselin, Secretary

## **Insurance Regulations and Bylaws**

### **Claim Presentation Requirements**

California law requires that prior to filing a complaint against any District, LEA or its employees, the claimant must present a claim under the California Tort Claims Act. (Government Code 911 et seq.)

### **Time Limitations To Present Claim**

1. Claims for money or damages relating to a cause of action for death or for injury to person, personal property or growing crops shall be presented to the Governing Board no later than six months after the accrual of the cause of action. (Government Code 905, 911.2)
2. Pursuant to Government Code 935, claims for money or damages that are listed as exceptions in Government Code 905 shall be presented not later than six months after the accrual of the cause of action. Such claims include:
  - (a) Claims under the Revenue and Taxation Code or other statute prescribing procedures for the refund, rebate, exemption, cancellation, amendment, modification, or adjustment of any tax, assessment, fee, or charge or any portion thereof, or of any penalties, costs, or charges related thereto;
  - (b) Claims in connection with which the filing of a notice of lien, statement of claim, or stop notice is required under any law relating to liens of mechanics, laborers, or material men;
  - (c) Claims by public employees for fees, salaries, wages, mileage, or other expenses and allowances;
  - (d) Claims for which the workers' compensation authorized by Division 4 (commencing with Section 3200) of the Labor Code is the exclusive remedy;
  - (e) Applications or claims for any form of public assistance under the Welfare and Institutions Code or other provisions of law relating to public assistance programs, and claims for goods, services, provisions, or other assistance rendered for or on behalf of any recipient of any form of public assistance;
  - (f) Applications or claims for money or benefits under any public retirement or pension system;

- (g) Claims for principal or interest upon any bonds, notes, warrants, or other evidences of indebtedness;
  - (h) Claims that relate to a special assessment constituting a specific lien against the property assessed and that are payable from the proceeds of the assessment, by offset of a claim for damages against it or by delivery of any warrant or bonds representing it;
  - (i) Claims by the state or by a state department or agency or by another local public entity or by a judicial branch entity;
  - (j) Claims arising under any provision of the Unemployment Insurance Code, including, but not limited to, claims for money or benefits, or for refunds or credits of employer or worker contributions, penalties, or interest, or for refunds to workers of deductions from wages in excess of the amount prescribed;
  - (k) Claims for the recovery of penalties or forfeitures made pursuant to Article 1 (commencing with Section 1720) of Chapter 1 of Part 7 of Division 2 of the Labor Code;
  - (l) Claims governed by the Pedestrian Mall Law of 1960 (Part 1 (commencing with Section 11000) of Division 13 of the Streets and Highways Code);
  - (m) Claims made pursuant to Section 340.1 of the Code of Civil Procedure for the recovery of damages suffered as a result of childhood sexual abuse. This subdivision shall apply only to claims arising out of conduct occurring on or after January 1, 2009;
  - (n) Claims made pursuant to Section 701.820 of the Code of Civil Procedure for the recovery of money pursuant to Section 26680; and
  - (o) Claims made pursuant to Section 49013 of the Education Code for reimbursement of pupil fees for participation in educational activities. (Government Code 905, 911.2, 935)
3. Claims for money or damages as authorized in Government Code 905 and not included in paragraph #1 or paragraph #2 above, including claims for damages to real property, shall be presented not later than one year after the accrual of the cause of action. (Government Code 905, 911.2)

Claims against the District shall further be subject to the provisions of Government Code 945.4 relating to the prohibition of suits in the absence of the presentation of claims and action thereon by the District.

## **Late Claims**

Any person presenting a claim under item #1 or #2 above later than six months after the accrual of the cause of action shall present, along with the claim, an application to file a late claim. Such claim and application to file a late claim shall be filed not later than one year after the accrual of the cause of action. (Government Code 911.4)

If a claim under item #1 or #2 is filed late and is not accompanied by an application to file a late claim, the Governing Board or Superintendent (collectively referred to as the "Board") shall, within 45 days, give written notice that the claim was not filed timely and that it is being returned without further action.

The "Board" shall grant or deny the application to file a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the "Board" provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The "Board" shall grant the application to file a late claim under any one of the following circumstances: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise or excusable neglect and the district was not prejudiced in its defense of the claim by the failure to present the claim within the time limit.
2. The person who sustained the alleged injury, damage or loss was a minor during all of the time specified for presentation of the claim.
3. The person who sustained the alleged injury, damage or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason he/she failed to present the claim.
4. The person who sustained the alleged injury, damage or loss died before the expiration of the time specified for the presentation of the claim.

If the application to present a late claim is denied, the claimant shall be given notice in the form set forth in Government Code 911.3. (Government Code 911.3) If the "Board" does not take action on the application to file a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless such time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

### **Delivery and Form of Claim**

A claim, any amendment thereto, or an application for leave to present a late claim shall be deemed presented when delivered to the office of the Superintendent or deposited in a post office, subpost office, substation, or mail chute or other like facility maintained by the U.S. Government in a sealed envelope properly addressed to the district office with postage paid. (Government Code 915, 915.2)

Claims must be submitted on the district claim form. The “Board” may return a claim not using the district’s claim form. (Government Code 910.4). The required Claim Form is attached to this administrative regulation.

### **Notice of Claim Insufficiency**

The Superintendent or designee shall review all claims for sufficiency of information.

If the claim is found insufficient or found not to satisfy the form requirements under Government Code 910.4, the “Board” may, within 20 days of receipt of the claim, either personally deliver or mail to the claimant, at the address stated in the claim form, a notice stating with particularity the defects or omission in the claim. (Government Code 910.8, 915.4)

If such a notice is delivered or sent to the claimant, the “Board” shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

### **Amendments to Claim**

Claims may be amended within the time limits provided under section entitled “Time Limitations” above or prior to final action by the “Board,” whichever is later, if the claim, as amended, relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

### **Action on Claim**

Within 45 days after the presentation or amendment of a claim, the “Board” may take action on the claim. This time limit may be extended by written agreement before the expiration of the 45- day period or before legal action is commenced or barred by legal limitations. (Government Code 912.4)

The “Board” may act on the claim in one of the following ways: (Government Code 912.6)

1. If the “Board” finds that the claim is not a proper claim against the district or its employees, the claim shall be rejected.

2. If the “Board” finds that the claim is a proper claim against the district and is for an amount justly due, the claim shall be allowed.
3. If the “Board” finds that the claim is a proper claim against the district but is for an amount greater than is justly due, the “Board” shall either reject the claim or allow it in the amount justly due and reject it as to the balance.
4. If legal liability of the district or the amount justly due is disputed, the “Board” may reject or compromise the claim.

If the “Board” allows the claim in whole or in part or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the “Board” may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Superintendent or designee shall transmit to the claimant written notice of action taken or inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall either be personally delivered or mailed to the address stated in the claim form. (Government Code 913, 915.4)

If no action is taken within the prescribed time limits, the claim shall be deemed to have been rejected. (Government Code 912.4, 945.6)

All claimants are encouraged to promptly seek the advice of an attorney so as to protect their legal rights with respect to any claim or potential claim.

**ARTICLES OF INCORPORATION  
OF  
INSPIRE SCHOOL OF ARTS AND SCIENCES**

**I.**

The name of the Corporation shall be Inspire School of Arts and Sciences.

**II.**

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.

**III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

Jerry Lynn Crosby  
335 W. Sacramento Ave.  
Chico, CA 95926



#### **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 to 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 public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or 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, corporation 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.

**VII.**

The initial street address and initial mailing address of the Corporation is:

335 W. Sacramento Ave.  
Chico, CA 95926

**VIII.**

The name of the existing unincorporated association, now being incorporated by the filing of these articles, is Inspire School of Arts and Sciences.

Dated: \_\_\_\_\_

Kimberly Rodriguez, Incorporator

**DECLARATION**

The undersigned declare under penalty of perjury under the laws of the State of California that they are members of the governing board of the unincorporated association referred to in the Articles of Incorporation to which this declaration is attached, and that said association has duly authorized its incorporation by means of said Articles.

Date: \_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_, Board Member

\_\_\_\_\_  
\_\_\_\_\_, Board Member

## **INSPIRE SCHOOL OF ARTS AND SCIENCES**

### CONFLICT OF INTEREST CODE

#### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Inspire School of Arts and Sciences hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Inspire School of Arts and Sciences (“Charter School”), as specifically required by California Government Code Section 87300.

#### **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, 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, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, 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 affected materially 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 Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the 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 Principal, 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**

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).

**EXHIBIT A**

**Designated Positions**

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
CEO/President/Principal	1, 2
Chairman of the Board	1, 2
CFO/Treasurer	1, 2
Secretary	1, 2
Assistant Principal	1, 2
Office Manager	1, 2
Fiscal Manager	1, 2
Consultants/New Positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Principal may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Principal’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

## **EXHIBIT B**

### Disclosure Categories

#### Category 1

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within two (2) miles of any facility utilized by Inspire School of Arts and Sciences, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including receipt of gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

#### Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by Inspire School of Arts and Sciences.

#### Category 3

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by the designated position's department.



# Student / Parent Handbook

Revised January 2016

**335 W. Sacramento  
Avenue**

**Chico, CA 95926**

**(530)891-3090 - office**

**(530)891-3089 – fax**

**[www.inspirecusd.org](http://www.inspirecusd.org)**



STUDENT NAME \_\_\_\_\_ GRADE \_\_\_\_\_  
(Last) (First)



## **ANNUAL ACKNOWLEDGEMENT OF RIGHTS**

### **PLEASE COMPLETE AND RETURN THIS FORM PRIOR TO RECEIVING A CLASS SCHEDULE**

California law requires public school districts to annually notify the parent/guardian of each public student of a variety of parental rights. California law also requires that the parent/guardian provide school officials with written confirmation that he/she has been so notified. Therefore, you are requested to read the following Parents' Rights and Responsibilities information, and return this signed form, *Acknowledgement of Rights*, to Inspire prior to students receiving their class schedule. Students' schedules will be held until this acknowledgement and the Digital Citizenship Agreement are returned.

**Parents who DO NOT want Student Directory Information released must make this known in writing to the principal of their child's school by completing the form on the back of this page.**

I acknowledge that I have reviewed the Inspire Student/Parent Handbook and Digital Citizenship Agreement.

---

Signature of Parent or Guardian

Date

STATEMENT OF NON-DISCRIMINATION: Inspire does not discriminate on the basis of actual or perceived actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or association with a person/group with one or more of

these actual or perceived characteristics. Inspire will take steps to assure that the lack of English will not be a barrier to admission and participation in District programs. Complaints alleging noncompliance with Inspire's policy of non-discrimination should be directed to Eric Nilsson, Principal, at the Inspire office (335 W. Sacramento Avenue, Chico, California, 95926; 530-891-3090). A copy of the Inspire's non-discrimination policy is available from the Inspire Office.

Parents who **DO NOT** want Student Directory Information released must make this known in writing to the principal of their child's school by completing the form below and returning this form directly to the school office.

*Student Directory Information is by law considered public information and is generally not considered harmful or an invasion of privacy if released. Student Directory Information may be released to parent organizations, news media, law enforcement agencies, alumni associations, military recruiters, colleges/universities, and outside organizations including companies that manufacture class rings or publish yearbooks.*

*Student Directory Information may include one or more of the following items:*

- *student's name,*
- *address,*
- *telephone number,*
- *date and place of birth,*
- *major field of study,*
- *participation in officially recognized activities and sports,*
- *weight and height of team members of athletic teams,*
- *dates of attendance,*
- *degrees and awards received*
- *the most recent public or private school attended by the student*
- *photographs and videos of students for publicity, including, but not limited to, television, school websites, public bulletin boards, displays, and school and other local publications.*

*If you do not inform your child's school in writing, Student Directory Information may be released according to law.*

**DO NOT** Release Student Directory Information to **(MUST**

specify):

- parent organizations (PTA/PTO),
- school paper,
- news media,
- alumni associations,
- military recruiters (applies to grades 9-12 only),
- yearbooks,
- outside organizations including companies that manufacture class rings,
- other

\_\_\_\_\_

\_\_\_\_\_

Signature of Parent or Guardian

Date

## **INSPIRE SCHOOL DIRECTORY**

335 W. Sacramento Avenue, Chico, CA 95926

**SCHOOL OFFICE** ..... (530) 891-3090

**ANONYMOUS REPORTING LINE (call or text)** ..... (530) 433-4648

**ATTENDANCE LINE** ..... (530) 891-3133

**FAX**.....(530) 891-3089

Alternative Education eligibility & referral	891-3090 ext. 615
Attendance Desk	891-3090 ext. 201
Computers for Classrooms	895-4175
CUSD Center for the Arts	891-3272
CUSD Maintenance & Operations	891-3095
CUSD Nutrition Services	891-3021
Federal-State Testing and Accountability Programs	891-3090 ext. 615
GED (General Education Development) Test Center	895-4182
ROP (Regional Occupational Program)	879-7457
Section 504 Information	891-3090 ext. 386
School Psychologist	891-3026 ext. 205
Special Education Eligibility & Coordination	891-3090 ext. 615
Student Attendance Review Board (SARB-9-12)	891-3000 ext. 110
Summer School/Credit Recovery	891-3090 ext. 615
Office Manager/Principal's Office	891-3090 ext. 200
Uniform Complaint Procedure	891-3090 ext. 615

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335 W. Sacramento Avenue  
Chico, California 95926

Phone: (530) 891-3090

Fax: (530) 891-3089

## **INSPIRE BOARD OF DIRECTORS**

Rob Reddemann	President (Community Representative)
Debbie Travers	Vice President (Faculty Representative)
Linda Hovey	CUSD Board Representative
Kate McCarthy	CSU, Chico: Humanities; Parent
Susan Gripenstraw	Butte College Representative
David Zeichick	CSU, Chico: Comp. Science; Parent
Gale Holbrook	Arts Representative
Jerry Crosby	Principal – non-voting member

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The regular meeting:	Second Monday of the month
Time:	7:00pm
Location:	Inspire campus, check the office for specific campus meeting place

## **MISSION STATEMENT**

*The mission of Inspire School of Arts and Sciences is to provide high levels of learning and support within a personalized environment that allows students to explore their interests and develop their talents.*

## **INSPIRE GRADUATE ATTRIBUTES**

**Educated Individuals who:**

- possess and apply a broad body of knowledge
- attain subject area learning standards including, but not limited to, English/Language Arts, History/Social Science, Science, Math, Health, PE, Visual & Performing Arts, Foreign Language
- access information from a variety of sources

**Contributing members of society who:**

- possess the skills to be productive members of the work force, family and community
- adjust to new situations and ideas
- adapt to a changing world
- work effectively in a team setting
- analyze, interpret and communicate information effectively
- serve as positive role-models
- develop skills to maintain a healthy & physically fit life style

**Critical reflective thinkers and problem solvers who:**

- gather, analyze, and process information from a variety of sources
- organize relevant information, make connections, and draw conclusions
- work individually and cooperatively toward effective solutions.

**Informed, responsible individuals who:**

- recognize and accept individual and cultural uniqueness
- contribute to solutions of community and worldwide issues
- take positive action on issues affecting our environment
- demonstrate teamwork and/or leadership skills
- exhibit mutual respect
- set, prioritize, and revise personal goals

**Effective communicators who:**

- understand and convey written, oral, and visual ideas and information
- listen and ask questions

**Effective users of technology who:**

- use technology to gather, select, and apply information appropriate to individual needs

**Confident individuals with positive self-esteem who:**

- have a respect for themselves and others
- have a clear, realistic, and positive view of self
- can accept differing values and belief systems in their interactions with others

**Self-motivated, creative, lifelong learners who:**

- are willing to take risks in creating and developing untried ideas
- demonstrate an ability to 'think outside the box'
- understand the value of creativity and imagination

## Diploma Requirements

The principal will issue a diploma certifying that each student has met the approved course of study. Those students who have met the Inspire graduation requirement standards, listed below, will qualify to participate in the school's graduation ceremony. Since individual students learn and achieve at varying rates, it is understood that students will not all meet graduation standards within the same time frame. Inspire will provide students with the opportunity to receive a diploma at the end of each semester of the regular school year and at the end of the summer session. Inspire may provide students with alternative means for meeting the Inspire-approved course of study which may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, vocational education classes offered in high schools, interdisciplinary study, and credit earned at a postsecondary institution. Students or families interested in alternative means may make proposals directly to the principal for consideration.

Five units of credit per semester are earned when a student passes one class (with the exception of Advisory and Study Hall).

All graduates must demonstrate a minimum competency in reading, writing and mathematics as determined by the CAHSEE (California High School Exit Exam) in order to graduate. Students who fail to pass the CAHSEE will earn a certificate of completion.

To be considered as making "adequate progress towards graduation" students must complete 65 credits each academic year. Inspire monitors progress and will contact families of student who become "credit deficient" to discuss options for credit recovery and/or appropriate placement options.

## Subject Requirements

<u>Subjects</u>	<u>Years/Credits</u>
English 9-12	4 yrs/40 credits
Fine Arts / Foreign Language/CTE	1 yr/10 credits
Health (offered online)	1 sem/5 credits
Mathematics	2 yr/20 credits
PE	2 yrs/20 credits
Physical Science	1 yr/10 credits
Life Science	1 yr/10 credits
Economics	1 sem/5 credits
Government	1 sem/5 credits
US History	1 yr/10 credits
World History	1 yr/10 credits
Electives	110 credits

### CREDIT REQUIREMENTS

255 credits must be completed to earn a diploma  
Graduates must pass Algebra I or Integrated Math I



## ACADEMIC PLANNING GUIDE

GOAL	9 <sup>th</sup> GRADE	10 <sup>th</sup> GRADE	11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE
HIGH SCHOOL DIPLOMA and COMMUNITY COLLEGE Certificate Programs And AA degree	English 9 Health Online PE Integrated Math I Integrated Science Electives	English 10 World History PE Algebra I or Geom. Biology Electives	English US History Fine Art Math Electives	English Amer.Govt./Econ Fine Art Math Electives
CALIFORNIA STATE UNIVERSITY & Community College transfer to 4 year university	English 9-P Health Online PE Integrated Math I or Geom. Foreign Language I Biology Electives	English 10-P World History PE Alg. I, Geom, Alg.II For. Language I, II Biology or Chemistry Electives	English-P US History-P Visual/Perform Art-P Geom., Alg. II-P For. Lang. II, III Chemistry or Physics Electives	English-P Amer.Govt./Econ Alg. II, Math Analysis, Electives
UNIVERSITY OF CALIFORNIA Competitive Majors and Universities	Honors English 9 Health Online PE Integrated Math I or Geom Foreign Lang. I, II Biology Electives	Honors English 10 World History PE Geometry, Alg. II Foreign Lang. II, III Chemistry Electives	English or AP US History or AP Visual/Perform Art-P Alg. II, Math Analysis Foreign Lang III, IV Physics Electives	English or AP AP AmGovt./Econ, AP Calc, AP Stats For. Lang IV, V* Electives

The planning guide reflects graduation requirements and CSU/UC minimum requirements. When selecting courses it is important to work closely with your counselor.

Students pursuing an Inspire major should consult with their major advisor when selecting courses.

# California Public University Entrance Requirements

<p style="text-align: center;"><i>University of California</i> <b>Subject Requirements (A-G)</b></p> <p><b>A. HISTORY</b> – World History, U.S. History/2 yrs. American Govt. 1 semester Economics 1 semester</p> <p><b>B. ENGLISH</b> – Must be ‘P’ courses 4 yrs.</p> <p><b>C. MATH</b> – Alg. 1, Geom., Alg. 2, 3 yrs. (4yr. Rec.)</p> <p><b>D. SCIENCE</b> – Biology, Chemistry 2 yrs. (3yr. Rec)</p> <p><b>E. FOREIGN LANGUAGE</b> – 2 yrs (3 yrs. Rec) Same language. Must be “P” courses</p> <p><b>F. VISUAL or PERFORMING ART</b> – 1 yr. Must be ‘P’ course</p> <p><b>G. ELECTIVE</b> – 1 yr. Must be ‘P’ course</p> <p style="text-align: right;"><b>Total: 16 units</b></p> <p><b>One year = one unit. 15 units required. All required courses must be completed with grades of ‘C’ or higher. ‘B’ and higher grades increase a student’s chance of being selected for admission.</b></p>	<p style="text-align: center;"><i>California State University</i> <b>Subject Requirements (A-G)</b></p> <p><b>A. HISTORY</b> – World History, U.S. History/2 yrs American Govt. 1 semester Economics 1 semester</p> <p><b>B. ENGLISH</b> – Must be ‘P’ courses -4 yrs.</p> <p><b>C. MATH</b> – Alg. B, Geom., Alg. 2 – 3yrs.</p> <p><b>D. SCIENCE</b> – Biology, Chemistry – 2yrs</p> <p><b>E. FOREIGN LANGUAGE</b> – 2 yrs Same language. Must be “P” courses</p> <p><b>F. VISUAL or PERFORMING ART</b> - 1 yr. Must be ‘P’ course</p> <p><b>G. ELECTIVE</b> – 1 yr. Must be ‘P’ course</p> <p style="text-align: right;"><b>Total: 15 units</b></p> <p><b>One year = one unit. 15 units required. All required courses must be completed with grades of ‘C’ or higher. ‘B’ and higher grades increase a student’s chance of being selected for admission.</b></p>
<p style="text-align: center;"><i>Examination Requirements</i></p> <p style="text-align: center;"><b><i>ACT and/or SAT REASONING TEST plus SAT SUBJECT EXAMS</i></b></p> <p><u>2</u> SAT subject tests. Recommended preparation – PSAT taken 10<sup>th</sup> and/or 11<sup>th</sup> grades. May need to take Analytical Writing Placement exam after admission. Check exemptions.</p>	<p style="text-align: center;"><i>Examination Requirements</i></p> <p style="text-align: center;"><b><i>ACT and/or SAT REASONING TEST</i></b></p> <p>Recommended preparation – PSAT taken in 10<sup>th</sup> and 11<sup>th</sup> grades. May need to take ELM and EPT after admission. Check exemptions.</p>
<p style="text-align: center;"><b>G.P.A. Requirements</b></p> <p style="text-align: center;"><b>G.P.A. determined from all approved college preparation courses taken in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade.</b></p> <p>The UC will use grade point averages to determine the upper one-eighth of California high school graduates for UC admission eligibility.</p>	<p style="text-align: center;"><b>G.P.A. Requirements</b></p> <p style="text-align: center;"><b>G.P.A. determined from all approved college preparation courses taken in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade.</b></p> <p>The CSU will use grade point averages to determine the upper one-third of California high school graduates for CSU admission eligibility.</p>

These must be ‘P’ courses (UC Regent approved) in the ‘A-G’ subjects of history, English, advanced math, lab science, art and foreign language.

## INSPIRE MAJORS

Inspire has developed exciting and rigorous courses of study defined as “Majors”. Students at Inspire do not need to select a major, but are encouraged to do so. The Benefits of achieving a major at Inspire include a dedicated advisor supporting students in the major, priority course selection (students in the major will be placed in major courses), recognition at senior awards ceremonies, chord designating the major area of study at graduation, and identifying distinction in the arts and sciences to benefit any competitive college admissions processes. Students may identify a major at any time. Full descriptions of the majors are listed on the school website:

<b>Major</b>	<b>Advisor</b>	<b>E-mail</b>
Art	Linnea Smith	lrsmith@chicousd.org
Dance	Jarrah Myles	<a href="mailto:jmyles@chicousd.org">jmyles@chicousd.org</a>
Digital Media Arts	Erin Hall	ehall@chicousd.org
Engineering	Scott Gunderson	<a href="mailto:sgunders@chicousd.org">sgunders@chicousd.org</a>
Humanities	Beth Reid	breid@chicousd.org
Instrumental Music	Jim White	jwhite@chicousd.org
Musical Theatre	MaryLou Lim	<a href="mailto:mjim@chicousd.org">mjim@chicousd.org</a>
Recording Arts	Jim White	jwhite@chicousd.org
Science	Malina Olson	molson@chicousd.org
Technical Theatre	Jarrah Myles	jmyles@chicousd.org
Theatre Performance	Erin Horst	ehorst@chicousd.org
Vocal Music	MaryLou Lim	<a href="mailto:mjim@chicousd.org">mjim@chicousd.org</a>

## ADDITIONAL OPPORTUNITIES

Students at Inspire are also eligible for additional programs listed here.

1. **Advanced Placement** – Inspire offers Advanced Placement (AP) classes in many areas. Students who enroll in these classes are eligible to take the AP exam in the subject area at the end of the year. Some colleges and universities accept AP exam scores of 3 or higher for college

credit. Contact AP teachers or counseling for more information about Advanced Placement classes and exams.

2. **Butte College Connection** – Junior students are eligible to apply to this program for their senior year of high school. It is a competitive application process and successful candidates will be fully enrolled in Butte College, be eligible for all of Inspire’s programs, and complete the year earning an Inspire diploma. For more information contact counseling, call 895-2949 or go to the following website:  
[http://www.butte.edu/highschool/parents/especially\\_for\\_hs\\_students/college\\_connection.htm](http://www.butte.edu/highschool/parents/especially_for_hs_students/college_connection.html)
3. **CSU, Chico High School Scholars** – Junior and Senior students with a 3.0 GPA are eligible to enroll in classes at CSU, Chico for a fee of less than \$50. The registration process starts in spring for the fall semester. For more information contact counseling, call 898-6322 or go to the following website: <http://www.csuchico.edu/admissions/counselors/high-school-scholars.shtml>
4. **Inspire Student Government** – Students at any grade level interested in leadership may enroll in the Student Government class. Inspire Student Government (INSTUGO) students are held to high academic and behavioral standards on campus and may also run for a class officer or Associated student body officer position. Note that Freshman class officers are appointed from within the class rather than elected.
5. **Performing Arts** – Inspire supports a wide variety of co-curricular and extra-curricular opportunities for students to express themselves through performance art. Along with this, students also are directly involved with producing events, stage managing, costuming, hair, make-up, props, audio, and lighting for each production. Please inquire with major advisors listed above regarding the different areas.
6. **Regional Occupation Program (ROP)** – This opportunity is available to students throughout Butte County. ROP is designed for junior and senior students with some limited options for sophomores. For more information contact counseling, call 532-5866 or go to the following website: <http://rop.bcoe.org>
7. **STEM Competitions** – Inspire offers unique courses supporting STEM (Science, Technology, Engineering, and Math). Students in these courses as well as the Inspire Robotics club are encouraged to participate in local, regional, and state STEM competitions. Past competitions have included Butte College Chemistry Day, Project Lead the Way Design Challenge (regional and State), FIRST Robotics Competition, and the Butte County Fair.
8. **Work Permit** – Students interested in working while enrolled in high school and under the age of 16 require a school-issued work permit. Students must be in good standing in regards to attendance and academics to be eligible for the permit.

## ADVISORY

Every student at Inspire is assigned to a grade level advisor at the time of enrollment. Advisory consists of a teacher (or co-teachers) and approximately 30 students who “loop” together all four years until advisors give students their diploma at the graduation ceremony. The purpose of advisory is to provide opportunities to increase connection and engagement with school. Advisory meets 4 times a week for 35 minutes each session and includes the following elements:

1. **School-wide discussions** – Throughout the year, faculty and staff identify key topics concerning the school as a whole and seek feedback from students through advisor-led discussions.
2. **Grade-level meetings** – Elected class officers may call a class meeting during advisory as needed to discuss important events, fundraising efforts, and other class related items.
3. **Enrichment** – The entire school reorganizes once a week when advisors offer several enrichment sessions throughout the school year. This comes in the form of a one session a week for 4 weeks and includes a wide variety of activities, guest speakers, and developing unique skills. Students may choose any enrichment available.
4. **Tutorial** – Once a week Inspire affords time for students to seek additional support during advisory. Advisors create environments for students to support one another academically as well as check in with students regarding their academic progress.
5. **Advisory Challenge** – Each school year, students spend the first two days of school working in advisories and address the advisory challenge presented to them by faculty and staff. This effort continues throughout the year and earns advisory points towards the House Cup. Advisories brand themselves with titles, chants, banners, and designs to represent their advisory at school rallies. Advisories earn points from competition judges’ reviews and participation in events like spirit week throughout the school year.
6. **House Cup** – At the conclusion of the school year, the advisory from each grade level with the highest point total competes in the House Cup. This is a series of physical and academic challenges on the last day of school giving the winning advisory the House Cup in their classroom for the following year.

## COURSE REQUESTS AND ADJUSTMENT

Students at Inspire are enrolled in a year-long program. The comprehensive placement process begins with a classroom presentation by counselors and advisors covering graduation requirements, college entrance requirements, and an overview of course offerings. Students receive a course offering list and

they are asked to share it with parents and discuss/decide on courses for the subsequent school year. Students then submit a course request form. Counseling reviews transcripts ensuring students have requested appropriate courses according to prerequisites, requirements, major, and college/career goals. After course requests are completed, teachers review the requested courses and give confirmations and/or recommendations for appropriate placement based on the student's academic progress. Over the summer months, office staff contact students and families if there is a conflict in a student's schedule requiring an alternate course.

There may be cases where Inspire recommends a course of study for a student that a student or family does not agree with. In such cases, Inspire offers an academic waiver to enroll in courses that are not recommended due to a student's previous poor academic performance or failure to meet the prerequisite requirements. Please inquire with the office to request a waiver.

Please review the course prerequisites at the Inspire website and also the opportunities and limitations listed here:

1. **Teacher's Aide/Office Aide** – This opportunity is open to juniors and seniors and is limited to one period. Sophomores may only be an aide at the request of the office staff or a teacher.
2. **Study Hall** – Students may elect (but are not required) to enroll in a study hall period. One period of study hall is available. If a student or family would like to request an additional study hall period, make an appointment with counseling for consideration.
3. **Open Period** – Students are expected to enroll in a full schedule of classes. Senior students who are ahead in graduation requirements may apply to have one open period. The application should state a compelling reason for the request to enroll in less than the expected course load. This opportunity is limited to senior students and is only available for the initial period in the mornings.

Because of the careful planning invested in the course request process, there are very few changes sanctioned once the school year begins; these changes are based on academic needs. Please see the details below outlined in the Schedule Change Guidelines.

## **SCHEDULE CHANGES**

### **First Semester**

Students may request an appointment to meet with a counselor for a schedule change after two days of classes (fourth day of school due to the rotating block schedule) but before the 10<sup>th</sup> day of school. Changes are finalized 2 weeks after school starts.

#### **Changes to be considered during the first two weeks:**

1. A course taken during the summer allows the student to move up to the next level or to a different course

2. Anything below a C- may be repeated to increase grades when considering college entrance requirements
3. Student needs to enroll in a graduation or college requirement
4. Student is academically over-programmed and needs to adjust the academic load
5. There is a documented medical reason for a class period change
6. Changing classes based on students in the class is only consideration if there is a history of harassment, stay-away orders, or other health and safety considerations among the students in the class.
7. Teacher recommends a level change\*

**Procedure for Changing or Dropping Classes after two weeks:**

*Please note that in order to make a change at this time, students need a serious and compelling reason.*

1. Student discusses the situation and concerns with their family and the classroom teacher.
2. Student meets with counseling and fills out a change form.
3. Student takes change form to both teachers for approval. The change may be denied with explanation/rationale for denial.
4. Any appeal of a denial may be made with administration in writing.
5. Family signature is required on all changes.
6. CLASS CHANGES DO NOT TAKE EFFECT UNTIL THIS PROCESS IS COMPLETED.

**Procedure for Changing or Dropping Classes after six weeks:**

*Please note that in order to make a change at this time, students need a serious and compelling reason.*

**CLASSES CHANGED OR DROPPED AFTER SIX WEEKS WILL EARN THE GRADE OF "F".** To drop a class after six weeks without failing the course, students will do the following:

1. Student discusses the situation and concerns with their family and the classroom teacher.
2. Student and/or family makes an appointment with counseling or administration to present the concerns and work in partnership towards solutions.
3. If the situation needs additional solutions, a Student Study Team (SST), 504 plan, or IEP meeting is scheduled to address the situation in partnership with families, students, and teachers.
4. The team will discuss successes, challenges, and make recommendations.
5. If the teams identifies serious and compelling reasons, a recommendation may include a schedule change or dropping a class with a grade of "F" or "NM" (No mark)

**Second Semester**

**Changes to be considered:**

1. Student needs to enroll in a graduation or college requirement  
(Counselors will check for senior enrollment in graduation requirements upon finalization of first semester grades. Necessary adjustments will be made immediately)
2. Student is academically over-programmed and needs to adjust the academic load
3. Teacher recommends a level change\*

*\* Level Changes finalized by one week after the first progress report of each semester. A level change is a class change within the same subject area to increase or decrease academic level of difficulty appropriate to student ability*

## Grading

**Total Grade Point Average (GPA)** – unweighted GPA computed at the end of each semester that includes all courses taken and shows on the semester report card. It is used in determining eligibility for athletics. A cumulative Total GPA appears on a student's high school transcript for the semesters they attended.

Total GPA computation

Grade of A = 4 grade points

Grade D of = 1 grade points

Grade of B = 3 grade points

Grade F of = 0 grade points

Grade of C = 2 grade points

Grade of Inc. = 0 grade points

Qualifying Credits: Full credit (5.0/semester for each class in which student receives an A, B, C, D, F grade or Inc. (NM, P, or F in a 0 credit course are not included)

Sum of (Grade Points X Credits Earned/Class)/Sum of Qualifying credits earned = Total GPA

**UC/CSU GPA:** this is a weighted GPA used by the University of California and California State University for admissions purposes. It is based on all the "A-G" subjects completed in grades 10 and 11 and awards extra grade points for certain honors courses taken in grades 10 and 11. This GPA appears on a student's high school transcript.

**Cal Grant GPA** – this is an unweighted GPA used for student's applying for financial aid in college. It includes the grades earned in all high school courses, except PE, in grades 10 and 11. This GPA does not appear on the high school transcript.

**GPA implications** – beyond consideration for college admission, students' high school GPA can affect the eligibility for the following opportunities:

1. Participation in off campus field trips
2. A parking permit for the campus parking lot
3. A work permit for students under 16 years of age
4. Participation in Inspire Student Government
5. Participation in extra-curricular performances or productions\*
6. Participation in Interscholastic athletics+
7. Applying for college grants and scholarship
8. Applying to Butte College Connections program
9. Applying for the CSU, Chico High School Scholars Program



- \* Please note that curricular performances do not require a minimum GPA, only performances requiring a successful audition and casting have GPA requirements.
- + Please see the Special Programs for more information on athletics eligibility for Inspire students

**Repeating Classes** — A student achieving a "C" or lower may repeat for credit with teacher approval. A student may not repeat an academic course for credit if previously passed. The previous grade for an academic course will be left on the transcript for informational purposes, but the previous credit will be changed to "0". Elective classes that are repeated will have the new grade (higher or lower than previous grade) and credit left on the transcript to be used in GPA calculations.

**Incomplete Grades** — The incomplete (I) grade shall be assigned to:

1. A student who has been absent from school due to a prolonged documented illness.
2. A student who was absent for a short-term illness which resulted in the student being unable to take a final examination or other culminating assignments.
3. A student who has a prolonged absence for a serious and compelling reason.

**No Mark** — The no mark (NM) shall be assigned to:

1. A student who has a documented language barrier; i.e., Limited English Proficient;
2. A student who is enrolled in a class for less than ten school days;
3. A student who experiences circumstances as such that a grade would not be appropriate.
4. A student who has a serious and compelling reason for a schedule change after six weeks into the semester and goes through the process on page 16.

**Progress and Grade Reports** — Courses offered at Inspire are graded on a semester basis. There are two progress reports and a final semester grade each semester.

You may view grades for each grading period over the Internet through the Inspire Aeries Portal. There may be times, in reduced budget years that some or all grade reports will **not** be mailed home due to the excessive expense but a copy will be given to students on campus. Progress reports are always mailed home to students who are in danger of failing courses; otherwise they can be accessed on the Aeries portal. Please ensure your mailing and email addresses are current with Inspire's records.

**Late Work** — Inspire maintains the campus-wide expectation that late work is not accepted beyond the unit assessment, project, or culminating activity. Accepting late work within the unit is at the discretion of the individual teacher. Exceptions may be made considering serious or compelling reasons as well as curriculum modifications or accommodations.

**Plagiarism** — Any student or group of students choosing to engage in plagiarism or another form of academic dishonesty will be affected in the form of failing grades on assignments, projects, tests, or semester grade.

**Tracking grades** — Students and families have two options at Inspire to track academic progress.

1. The Aeries portal is available for both student and family use. Families are given this information each year at Back to School Night and students access this information often in study hall periods and advisory to assist with reviewing their current performance. Please know that the Aeries gradebook is intended for the purpose of grade reporting after grading is completed on

various assignments, projects, and tests. Aeries is not intended to track upcoming or future assignments.

2. Inspire utilizes a grade check form which any staff member or family member can request students to complete. This process requires students to seek out their teachers, discuss their performance openly, and get grades in “real time” rather than waiting for the grading process to complete.

**Appeal of Grades** –Report card grades may be appealed by families and students *within ten days* of the date the report card is received. Grounds for appealing a grade are (a) an allegation of an error in computing grades, (b) an allegation that the teacher graded on factors other than those he or she set out in the course syllabus or written assignment criteria.

The first step in appealing a grade is to contact the teacher involved, providing the reason for appealing the grade. If resolution is not reached, the decision may be appealed to administration.

If the student and/or parent or guardian wishes to continue the appeal they should notify the principal, who will schedule a meeting with them, the teacher and a guidance counselor.

The principal will notify the teacher and the student and/or parents of the decision. Decisions of the principal may be appealed to the Inspire Board of Directors.

## Assessment & Testing

Inspire students are expected to perform their best on all tests including but not limited to in-class, state, district, and nationally normed tests. Test-taking skills are essential for the many tests students will experience in college and in some careers. Specific state and federally mandated tests give students the opportunity to demonstrate their knowledge and give teachers and administrators important feedback about the effectiveness of both curriculum and instructional delivery. Schools are ranked state-wide based on test scores; high scores often make schools eligible for grants and special funding. At Inspire, students are expected to participate in state mandated testing. Examples of assessments are here below:

**Physical Fitness Test** – All students in 9<sup>th</sup> grade take the Physical Fitness Test (PFT) in the spring semester. This assessment is similar to the PFT given in grades 5 and 7. Freshmen students and families will be advised to the dates and what they need to do to prepare for the assessment as well as how it is administered.

**CAASPP** – The California Assessment of Student Performance and Progress a measure of student achievement in Language Arts and Mathematics that is administered by the state to *all* students in grades 3<sup>rd</sup> – 8<sup>th</sup> and 11<sup>th</sup>. The CAASPP assessment is completed through a class discussion related to a written performance task completed and submitted online, as well a series of computer-adaptive assessment questions taken at a computer workstation.

**EAP** – The Early Assessment Program (EAP) is optional but highly encouraged assessment taken by 11<sup>th</sup> grade students as a measure of students' college readiness in Language Arts and Math. The EAP is administered in two parts and is free to students. The first part is a writing assessment which typically takes place in March. The second part is an assessment included in the CAASPP Language Arts assessment. These results can be sent to California State Universities and Community Colleges for free. Passing results on the EAP may exempt students from diagnostic tests and/or remedial courses in college for Language Arts and Math on a CSU or California Community College campus.

**PSAT** – Taken annually in the fall by high school juniors as preparation for the SAT tests, students are encouraged to take the test at least one time before their junior year. Eligibility for the National Merit Scholarship is dependent on the results of the PSAT taken during their junior year and some colleges may use the results for some of their scholarship awards. The PSAT is optional and any costs are incurred by the student and/or family.

**SAT Reasoning Test** – The test used most widely by colleges for determining acceptance, the SAT is generally taken in the spring of the junior year and in the fall of the senior year. Students are encouraged to study for the test using one of many sources available to them in the school and community. The test provides scores in both verbal and mathematical ability with possible scores ranging from a total of 400 to 1600. The SAT I added a writing component in the spring of 2005; scores now range from 600 to 2400. Students may take the ACT as an alternative (see below). The SAT is optional and any costs are incurred by the student and/or family.

**SAT Subject Tests** – The Subject test is a test measuring student achievement in specific areas of study. Students can take up to three Subject tests, which are used by colleges for a wide variety of purposes. Currently, the UC system is requiring two tests for admission decisions at many campuses. The SAT subject tests are optional and any costs are incurred by the student and/or family.

**ACT** – The ACT is sometimes used instead of the SAT for those students whose skills are better represented by the ACT. Students are awarded scores on four sub-tests. The total score is based on questions which are more dependent on student knowledge than ability – measuring more detailed mathematical skills that strict ability, for example. Students should see the school counselor to determine which test is more appropriate. The ACT is optional and any costs are incurred by the student and/or family.

**AP** – Advanced Placement (AP) exams are designed to measure student achievement in specific, college-level courses offered through the high schools. Participation in AP classes allows a student's grade point average to be calculated by some colleges at above the traditional 4.0 range. The AP subject tests are optional and any costs are incurred by the student and/or family.

## **Special Programs**

**504 PLAN DESIGNATION** – Students with documented physical or mental health issues that impede learning are eligible for consideration of a 504 Plan for reasonable and appropriate accommodations to curriculum. Please inquire with counseling for more information.

**Advisory Challenge** – Each school year, students spend the first two days of school working in advisories and address the advisory challenge presented to them by faculty and staff. This effort continues throughout the year and earns advisory points towards the House Cup. Advisories brand themselves with titles, chants, banners, and designs to represent their advisory at school rallies. Advisories earn points from competition judges’ reviews and participation in events like spirit week throughout the school year.

**Advanced Placement** - The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. It exposes high school students to college-level material through involvement in an AP course, and it gives them the opportunity to show that they have mastered it by taking an AP Exam. Colleges and universities may then grant credit, placement, or both to students who have done so. A university generally grants credit for all college board Advanced Placement Tests on which a student scores 3 or higher. The credit may be subject to requirements for credit, graduation credit or credit toward general education or breadth as determined by evaluators at each college campus. Inspire offers several AP classes. Please see the course list on the Inspire website for current offerings.

**Academic Intervention** – Inspire teachers and counselors monitor student academic performance. When students are identified as performing below their abilities, they may be referred to lunch intervention with a school counselor until their performance improves.

**Anonymous Reporting Hotline** – Inspire maintains an anonymous reporting hotline for students and families at (530) 433-4648. Reports may be in the form of a voice message or a text message.

**Athletics** – Inspire does not offer any CIF sponsored sports teams. Residents in the Chico Unified attendance boundary are eligible to try out for Chico High School or Pleasant Valley High School sports depending on area of residence within Chico. Please contact Chico High School or Pleasant Valley High School directly about dates for tryouts and requirements for participation.

**Associated Student Body** – Students elect and are represented by Associated Student Body (ASB) officers in the community, at Inspire Board of Directors meetings, and in the Student Government Class. ASB officers oversee club charters, financial requisitions benefitting students, and several school-wide events such as rallies, school dances, prevention assemblies, 8<sup>th</sup> grade visitation days, and plan the new student orientation annually.

**Awards and recognition** – Students are eligible to receive awards and recognition by faculty and staff. Each spring an awards ceremony is held honoring students who have achieved in various subjects at Inspire. Scholarships winners are also announced including the Inspire Foundation Scholarship winners.

**Breaking Down the Walls** – Every other year, Inspire hosts the event “Breaking Down the Walls” in which students are exposed to the ways we all share a common human experience despite our differences. Inspire Student government members are trained as facilitators and assist with organizing

the event. Staff members and counselors attend the event to support students during the emotional day of growth and awareness.

**Campus Clubs** – Inspire offers a variety of clubs. Clubs renew their charters each year, so they change annually. However some consistent clubs have been the California Scholarship Federation, Interact, Robotics Club, Poetry Club, and Art Club. Several of Inspire’s classes are also supported by clubs as well as each grade level.

**Credit Recovery** – Students who are credit deficient may enroll (or be assigned) to take online credit recovery classes during the school year or over the summer break.

**Day on the Purple and Spring Standout** – Inspire Student Government hosts these school-wide events on the quad which allow a platform for students to perform for one another and show what they have been learning in their classes. Clubs also fundraise during the events.

**English Language Development (ELD)** - Inspire assesses identified English learners annually using the California English Language Development Test (CELDT) to evaluate students’ ability to listen, speak, read, and write in English. CELDT results are used to create recommendations for placement. To ensure success in the mainstream English classrooms, Inspire provides ELD instruction and support as an independent class.

**Enrichment** – The entire school reorganizes once a week when advisors offer several enrichment sessions throughout the school year. This comes in the form of a one session a week for 4 weeks and includes a wide variety of activities, guest speakers, and developing unique skills. Students may choose any enrichment available.

**Every 15 Minutes** – Inspire participates in the prevention program Every 15 minute every other school year in collaboration with local high schools, law enforcement, and Enloe hospital. A car crash scene is staged and carried out during the school day with assemblies to support the prevention message. The program demonstrates the immediate and significant effects of driving under the influence of alcohol or other substances.

**House Cup** – At the conclusion of the school year, the advisory from each grade level with the highest point total competes in the House Cup. This is a series of physical and academic challenges on the last day of school giving the winning advisory the House Cup in their classroom for the following year.

**Independent Study (Medically Necessary Instruction)** – Students who experience physical and mental health related issues that limit attendance at school may be eligible to participate in the Medically Necessary Instruction (MNI) program. This is a program provides a teacher to meet with students off-campus and provide limited instruction and assign work for students to receive academic credit. Please note that MNI courses are not UC a-g approved and typically cannot offer enough academic credit to keep students on track to graduation. MNI is designed to get students through the existing semester and formulate an effective treatment plan to ensure they can attend school regularly. (Cal. Educ. Code §§48206.3, 48207 and 48208)

**Independent Study (online health)** – Inspire supports and requires an Online Health course to be completed to earn an Inspire diploma. This course is monitored closely by a CUSD health instructor and students meet at the beginning of the semester to confirm enrollment and review course expectations. Written assignments and projects are submitted to the instructor digitally. All instruction takes place independently and assistance is available through advisors and counselors as needed.

**Independent Study (physical education)** – Inspire supports Independent Study PE (ISPE) program that can fulfill the graduation requirements for PE. Each participating student will complete 400 minutes of physical activity every 2 weeks. Written assignments are also completed each semester. Students enrolling in ISPE will receive course information at the time of schedule pickup. One option to participate in ISPE is through a partnership with the CSU, Chico kinesiology department twice a week. Please inquire with the office for more information.

**Independent Study (short term)** – Independent study is offered on a short term basis for 10 days or less in lieu of attending classes on campus. Families are highly encouraged to schedule family vacations during school vacations and keep students in school during finals week. Any absences (excused or unexcused) have a negative impact on study learning. Inspire may refuse short term independent study to a student when insufficient notice is given (at least 5 school days) or when the student has not completed a previous independent study contract. Contact counseling to establish a short-term independent study contract and master agreement. Short-term independent study contracts will be not be given after the final spring progress report annually barring family or medical emergency.

**Independent Study (long term)** – Please know Inspire does not offer traditional long term independent study options per Inspire’s charter. Exceptions may include an independent study capstone course within a major or a compelling student proposal for edification or enrichment. Contact administration directly with questions.

**Independent Study & Concurrent Enrollment (credit acceleration)** – Inspire does not offer Independent study for the purposes of credit acceleration. Inspire offers several opportunities to accelerate credits (Online health, ISPE, offering 8 courses in the schedule, etc.) Eligible students may elect to participate in CSU, Chico High School Scholars, Butte College concurrent enrollment, Butte College Connection, UC Scout, or other programs offered through post-secondary organizations. Students must submit transcripts to Inspire prior to credit being awarded as transfer credit.

**Inspire Foundation Advisory Board** – Families are encouraged to get involved with the Inspire Foundation. This group of dedicated parents supports the school with annual events and fundraisers, supports and distributes student scholarships for Inspire students, provides “mini-grants” for teachers’ requests for instructional materials, and dedicates funds towards many school events. The Inspire Foundation is independently operated under the North Valley Community Foundation.

**Math Support** – Inspire provides a lunch time Math Support opportunity for students who find difficulty with the skills and concepts required of math. Teachers may require students to attend or students may drop-in for additional support as needed.

**Production Team** – Inspire supports a team of students who produce Inspire performances and events. The team is open to all grade levels and a competitive application process takes place in the

spring semester. Please inquire with the technical theatre major advisor for information regarding the application process.

**Reg2Go** – This program is a function of Butte College and consists of three parts. First Butte College staff comes to Inspire to describe the program and answer questions about the school. Second, interested students sign up to take a diagnostic placement assessment on the Inspire campus administered by Butte College. Finally, students take a field trip to the Butte College main campus and attend an orientation, campus tour, and receive assistance from Butte College counselors to register for classes

**Shady Creek** – Junior and senior students are eligible to serve as camp counselors for local 6<sup>th</sup> grade classes at various outdoor camps like Shady Creek for one week each spring semester. Interested students must obtain written approval and complete both an application and a short-term independent study contract prior to serving as counselors. Deadlines and information will be announced on campus during the fall semester.

**Sober Grad Night** – The Inspire Foundation Advisory Board supports a Sober Grad night for graduates following the commencement ceremony each year. This is a prevention program to support students making safe and healthy choices as they celebrate their last step as an Inspire student. Please know that this event is not a function of the school and any inquiries can be directed to the Inspire Foundation.

**Sojourn to the Past Club & Field trip** – *Sojourn to the Past* is a unique, transformative, and empowering academic immersion program that supports 11<sup>th</sup> and 12<sup>th</sup> grade students from diverse academic, racial, ethnic, and socio-economic backgrounds on a ten-day moving classroom journey along the path of the Civil Rights Movement through five states in the American South. Interested club members participate in this trip every other school year. While the trip is closely associated with the U.S. History curriculum at 11<sup>th</sup> grade, it is open to both juniors and seniors to attend. Sojourn to the Past operates independently of Inspire and general information is available at [www.sojournproject.com](http://www.sojournproject.com), emailing [info@sojournproject.com](mailto:info@sojournproject.com), or calling (650)952-1510.

**Special Education** – Inspire offers a full-inclusion model of special education services in which students are placed in “mainstream” college-preparatory classes as much as possible. The learning center supports students with academic support periods to assist with organization, prioritization, assignment completion, testing in smaller environments, and assists students with self-advocacy skills to address and overcome difficulties of learning material.

**Senior Events** – Inspire supports several senior events including Senior Sunrise, Senior Picnic, a Senior Class Photo, Senior Slideshow, Senior Sunset, and the Graduation with a following reception.

**Tutorial** – Once a week Inspire affords time for students to seek additional support during advisory. Advisors create environments for students to support one another academically as well as check in with students regarding their academic progress.

**Visual and Performing Arts Productions** – Inspire students and staff produce high quality visual and performing arts events. Each year this includes a school-wide gala, a spring musical, a fall drama production, a musical theatre showcase, winter and spring music concerts, a dance showcase, theatre

workshop, art gallery, and talent show. Some of these shows are audition-based and some are a demonstration of learning within a class. Beyond performing on stage or creating artwork, students are typically involved with set designing, lighting, sound, costuming, hair, props, stage-managing, and working as the technical crew to make the productions happen. Inspire productions are intended for all audiences unless promoted for “mature audiences” or advising “parental guidance”. Please inquire regarding any concerns or questions regarding content of Inspire’s performances. Auditions and information is made available on campus throughout the year and a calendar of events is maintained on the Inspire website.

**World Languages International field trip** – Every other year, students looking to further demonstrate their mastery of world languages have the opportunity to travel abroad to Spanish or French speaking countries. These trips are organized around Inspire’s spring break by an outside organization. Past trips have included Costa Rica, Spain, and France. Announcements will be made on campus for interested students.

## **Enrollment**

The Inspire School of Arts and Sciences is nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability or any other characteristic described in Education Code Section 220.

Capacity permitting, Inspire shall admit all pupils who wish to attend the school.

The open enrollment period is held during the months of December and January annually. If the number of pupils who wish to attend Inspire exceeds the school’s capacity, attendance shall be determined by a public random lottery held immediately following the open enrollment period. As permitted by state and federal charter law, students currently in the charter and their siblings shall be exempt from the lottery. Students who reside within the CUSD attendance boundaries shall be given preference in the lottery over those students who do not. Specifically preferences for enrollment will include the following ranked order:

1. Continually enrolled students.
2. Siblings of continually enrolled students.
3. Children of faculty and staff on site up to 3% of overall enrollment.
4. Students re-enrolling at Inspire with a planned leave of absence approved by the Inspire board of directors.
5. 10% of Freshmen openings shall be available for students residing in the Chapman Elementary attendance boundary.
6. Students residing within the Chico Unified attendance boundary.
7. All other eligible students.



The enrollment preferences above are applied at the time of the public random lottery.

Applicants who participate in the lottery will remain on the waiting list for the entire school year. These applicants will be moved to subsequent year's waiting list, maintaining their order from the previous year's waiting list. Parents who wish to exercise these preferences must apply for their students in the open enrollment period which begins December 1 and ends in January 31.

Public announcements are made regarding enrollment deadlines, online, in local media. Completed applications must be received by enrollment deadline. If Inspire is not at capacity at the end of an open enrollment period, all of those applicants that meet the specified qualifications will be accepted and rolling admissions will continue throughout the year until capacity is reached. Once capacity is reached, additional applicants will be placed on a waiting list in order of admission preference (stated above), date applications received, and by grade level.

If Inspire is over capacity at the end of an open enrollment period, then all of those applications, received, will go into the lottery to either be given admission or assigned a number on the waiting list. The lottery will be held in early February shortly after the open enrollment period closes.

The lottery is a system of random public selection of applications that identifies students for enrollment and generates the school's waiting list. During the lottery process, all completed and accepted applications submitted during the enrollment period(s) are publicly drawn in random order until capacity is reached and the remainder placed on a waiting list. At lottery time, the lottery will proceed as follows for all applicants during the first enrollment period:

1. Draw siblings of students currently in attendance, followed by children of employees on site. They will be assigned the lowest available number in that order. Where families have more than one student, the lowest available number will be assigned to all siblings entering Inspire. Families who have a preference must apply during the first enrollment period (which begins in December and ends in January). Sibling preferences may not be exercised by student applicants who have previously attended Inspire and subsequently transferred to another school. Draw Freshman students residing in the Chapman Elementary attendance boundary to 10% of available openings remaining. Draw students in the Chico Unified attendance boundary. Draw all other students.
2. After each lottery, families will be notified of their status on the list and advised that they must notify Inspire within one (1) business week if they wish to enroll their student. At that time, they should provide updated information (address, telephone number, etc.). If families fail to respond within two (2) business days, they will be dropped from the waiting list and the next family will be notified.

As the semester break approaches and when openings become available, the next family on the waiting list for the appropriate grade will be notified of his or her status (as well as enrollment preference) and

given one (1) week to respond with the intent enroll. After that time, a family who does not respond will be moved to the bottom of the list and the next family will be notified.

Prior to enrollment, parents and students must sign a form indicating that they have read and understood the handbooks and policies of Inspire, that they accept responsibility for the proper maintenance of school equipment and materials and that they understand and agree to the “Acceptable Use Policy” for on-line activities as well as sign the Digital Citizenship Agreement. A copy of the Acceptable Use Policy and Digital Citizenship Agreement is included at the end of this handbook.

Inspire is committed to enrolling and graduating a student body representing Chico's diversity, and will target outreach and recruitment efforts to these groups in addition to others.

**Unconditional Enrollment** – Students who have documentation of receiving all the immunizations required of his/her age, or who have a documented permanent medical exemption, or a personal belief exemption to immunization (in compliance with 17 CCR §6000), shall be admitted to Inspire if all other requirements are met.

**Conditional Enrollment** – Any student seeking admission to Inspire who lacks documentation of having received all the required vaccinations, ~~and has not received an exemption,~~ may be admitted conditionally if:

- The student has not received all the immunizations required of his/her age group but has commenced receiving doses of all the vaccines required, and is not due of any doses at the time of admission. The parent or guardian will be notified of the date by which the student must complete all the required immunizations. (17 CCR §6020 & §6035).
- The student has obtained a temporary medical exemption from immunization, and the parent or guardian is notified of the date by which the pupil must complete all the required immunizations. (17 CCR §6020 & §6035).

**Transfer Students** – Inspire will typically accept up to 65 credits per year for each student’s attendance and work at other high schools. Should students not hold credits indicating adequate progress towards an Inspire diploma, placement recommendations may be made to attend alternative placements in the surrounding communities.

Inspire reserves the right to evaluate the equivalency of all transfer credits to those awarded by the school in order to determine with a reasonable degree of confidence that granting transfer credit to the student can be done without compromising the school’s academic standards. In order to make such a determination, the school may take any of the following steps:

1. Verify that courses for which transfer credit is requested are equivalent in time and content to the Inspire courses, among institutions, between institutions, or on an individual basis.
2. Administer subject area competency examinations

## Student Services

**Instructional Items** – Inspire loans out a variety of instructional items for student use each year including (but not limited to) textbooks, calculators, orchestra/choir dresses, instruments, digital tablets, and more. If any instructional items and/or books are lost, stolen or damaged, the student will be required to pay for it prior to receiving a course grade and/or clearance for graduation. Students are required to return all instructional items at the close of each school year. Students or families who do not remit instructional items loaned to them in a reasonable and timely manner will be notified in writing. Failure to respond to written notification may result in the unpaid account being sent to a collections agency. (Cal. Ed. Code 48904(b))

**Food Services** – CUSD food services are available before school and during lunch. Inspire participates in the Federal Free and Reduced price lunch program.

**Library Services** – The Chico High School library is a shared facility and is available to students before school, during lunch, and after school. Inspire students may check out books, use the computers, and receive research assistance from the librarians.

**Health Services** - Inspire maintains school nursing services and a health aide available during the school day. Please call the office to discuss any physical health related topics as it applies to the school or students.

1. **Health Screenings** – Health screenings for vision and hearing are provided for students in 10<sup>th</sup> grade. You may notify the Inspire health aide, in writing, annually, if you do not wish to consent to screening examinations of your student. The student would then be exempt from any screening examination. (Cal. Educ. Code §§49452-49457)
2. **Administration of Medication** – Inspire 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. Any student who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon, or ordered for him or her by a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by the school nurse or other designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if Inspire receives the appropriate written statements as follows:

- A. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, Inspire shall receive both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing a release for the school nurse or designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing Inspire and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.
- B. In order for a student to be assisted by a school nurse or designated school personnel, Inspire shall receive both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the student indicating the desire that Inspire assist the student in the matters set forth in the statement of the physician and surgeon or physician assistant.

**Guidelines:**

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered during school hours only if determined by a physician to be necessary.
- 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 appropriately 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, and diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent/guardian and pupil's medical professional.

## **Attendance**

**Attendance and Student Achievement** – Regular attendance is an essential component of a student's education. Students absent from school on an excused absence and approved by the principal shall be allowed to complete all assignments and tests missed and upon satisfactory completion, shall be given appropriate credit. (Education Code, Section 48205). Other absences due to suspension or personal reasons are unexcused and teachers may allow for homework and other make-up work, but are not required by law to do so.

**Expectations** – According to state law, attendance at school is compulsory until the eighteenth (18<sup>th</sup>) birthday or until graduation from high school. Students will be expected to be in class daily, and to be on time, in order to receive maximum benefits from the instructional program and to develop habits of punctuality, self-discipline and responsibility. Students who are absent from school for any length of time (one or more periods, one or more days) must verify the absence by a phone call or note from their parents or guardian. Verification does not mean the absence or tardy is excused however.

### **GENERAL INFORMATION**

1. If a student is going to be absent for three (3) days or more due to illness, the parent should contact the school and make arrangements for make-up work.
2. Students will be considered truant when the school receives a forged note or impersonated phone call for that absence. The truant student will be assigned Saturday school and the parent/guardian will be contacted.
3. Students who become ill must request permission to report to the health office or the attendance office. Failure to report to either office promptly will be considered truant.
4. 18 year old consent forms are available for eligible students. Families need to give expressed written permission for their adult students to take on the increased responsibility of reporting attendance accurately to the school.

**Absences** – Reasons for excused absences are the following per California Education Code 48205 are the following:

1. Illness
2. Medical or dental appointment
3. Quarantine by a public health official
4. Court Appearance
5. Jury Duty (over 18)
6. Bereavement of a family member

7. Visitation of a family member on leave from military service
8. Working in the official capacity of a county elections officer (over 18)
9. Observation of a religious holiday or ceremony
  - a. With written consent, a student will be released from school to observe a holiday or ceremony of the student's religion. Please schedule any religious instruction during non-school hours since students will not be excused from school to receive religious instruction. (Cal. Educ. Code §46014)

### **Reporting Absences to the school**

1. Verification of absences are to be made by telephone or note from the parent or guardian indicating the date and reason for absence. The parent or guardian should call the same day as the absence, preferably before first period.
2. Without verification of absences, the following truancy definitions apply:
  - a. Truant – a student is truant if they are absent more than 30 minutes without a valid excuse on 3 occasions in a school year.
  - b. Habitual Truant – a student is habitually truant if they are absent without a valid excuse for 5 days during a school year
  - c. Chronic Truancy– a student is chronically truant if they are absent without a valid excuse for at least 10% of the school year (18 days)
3. The following consequences may be used to address attendance problems:
  - a. Detention
  - b. Work Detail
  - c. Closed campus lunch
  - d. Saturday School
  - e. In-School Suspension
  - f. Schedule Change
  - g. School Attendance Review Board (SARB)

### **Off-Campus Permit**

1. Students are not to leave school while in session without obtaining an off-campus permit.
2. Off-campus permits to leave must be obtained before school or during lunch. A pass will be issued when the parent sends a note or calls the attendance office. The note must contain the exact date, time and reason for leaving.
3. Students who leave campus without a permit will be considered truant.

### **Unexcused Tardy** – Students are expected to be in class on time.

1. Students arriving more than thirty (30) minutes late will be considered truant and the consequences for truancy will apply.
2. Any tardy will result in a student obtaining a tardy slip from the office to enter class

3. Any unexcused tardy earns a 30 minute detention.
4. Students will have three school days to serve the detention at lunch or after school.
5. If students fail to serve the detention, they will be assigned Saturday School.
6. Students who fail to serve Saturday School by the end of the school year will start the following year on closed campus lunch.
7. If a family wants to excuse a student coming late to school in the morning due to unique circumstances, they may accompany student to the office, send the student with a note, or call in to the attendance line on the same day of the tardy.

**Family Vacations** – The grades of students who miss several (five or more) consecutive days of school, even if they are fulfilling a Short Term Independent Study contract, will be affected by their absences. Even though work can be given to a student ahead of time, valuable class time will be missed. Besides summer breaks, there are four (4) additional weeks during the school year for family vacations or other personal trips. Inspire administrators and teachers understand that extenuating circumstances (emergencies, deaths in the family) will be treated differently than family vacations. Inspire may refuse short term independent study to a student when insufficient notice is given (at least 5 school days) or when the student has not completed a previous independent study contract. No short-term independent contracts will be given after April 10<sup>th</sup>.

**Temporary Disability** – Students who are in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school Inspire in which the pupil’s parent or guardian resides, shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. (Education Code, Section 48207 Notwithstanding Section 48200.):

*It shall be the primary responsibility of the parent or guardian of a pupil with a temporary disability to notify the school district in which the pupil is deemed to reside pursuant to Section 48207 of the pupil’s presence in a qualifying hospital.*

**Medically Necessary Instruction** – Students with a mid-year onset of health related barriers to attending the regular school day may receive individual instruction provided by CUSD or designated Inspire teacher. Parents or guardians of pupils within this category shall be given notice regarding the availability of such individualized instruction. A referral by a medical professional is required. (Education Code, Section 48206.3).

**HOMELESS EDUCATION ASSISTANCE ACT** – School-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act. This act applies if a student or their family lives in any of the following situations:

1. in a shelter, motel, vehicle, or campground
2. on the street
3. in an abandoned building, trailer, or other inadequate accommodations, or
4. doubled up with friends or relatives due to lack of or affordable housing.

**If a family is homeless as defined above, students have the right to:**

1. Go to school, no matter the location of residence or how long a student has lived there. Students must be given access to the same public education provided to other children.
2. Continue in the school they attended before homelessness occurred or the school they last attended, if that is the choice and it is feasible. If a school sends your student to a school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.
3. Attend a school and participate in school programs with children who are not homeless. Students cannot be separated from the regular school program because they are homeless.
4. Enroll in school without giving a permanent address.
5. Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
6. Enroll and attend classes in the school of choice even while the school seeks to resolve a dispute over enrollment.
7. Receive the same special programs and services, if needed, as provided to all other students served in these programs.

**If a family is homeless as defined above, when moving, should do the following:**

1. Contact the school's liaison for homeless education (see phone number below) for help in enrolling your child in a new school or arranging for your child to continue in his or her former school. (Or, someone at a shelter, social services office, or the school can direct you to the person you need to contact.)
2. Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
3. Ask the shelter provider or a social worker for assistance with clothing and supplies, if needed. (MC KINNEY-VENTO (44 U.S.C. §11431, et seq.)

**Contact:** Dan La Bar, 335 W. Sacramento Avenue, Chico, CA 95926 (530) 891-3000, ext. 615.

## **Expectations of Conduct**

**Behavioral Expectations and Discipline** – The Inspire Board of Directors believes that every student has a legal right to attend a safe and secure school and its related activities. The school staff has the authority and support to maintain discipline in order for the schools to function in accordance with their intended purpose. The Board will not tolerate activities which threaten the safety and well-being of students, staff or property. School personnel will hold students accountable for their conduct at school and at all school related activities. A copy of Inspire's Safe Schools Plan is available at the office. Each student is expected to abide by all federal, state, local and school laws and regulations. Also, each student is expected to exhibit common courtesies of decency, morality, cleanliness, honesty and cooperation. Any student who fails to comply with the district's student behavior standard is subject to



disciplinary action.

A student is subject to school disciplinary action (1) while on school grounds, (2) while going to or coming from school, (3) during the lunch period, whether on or off the school campus, or (4) during, or while going to or coming from, a school-sponsored activity.

A student may be suspended or expelled from school when it is deemed that the student has violated California Education Code as listed in Appendix D at the end of this handbook.

**Student Use of Technology** – Inspire provides electronic information resources (Internet access) to students. This connection allows access to local, national and international sources of information and collaboration vital to intellectual inquiry in a democracy. In return for this access, every user has the responsibility to respect and protect the rights of every other user in our community and on the Internet. Users and account holders are expected to act in a responsible, ethical and legal manner, in accordance with Inspire's Internet Acceptable Use Procedure, the missions and purposes of the other networks used on the Internet, and all applicable state and federal laws. (Cal. Educ. Code §§48980, 51871.5)

Users are prohibited from accessing, posting, submitting, publishing or displaying **harmful matter\*** or material that is threatening, profane, obscene, disruptive or sexually explicit, that advocates illegal acts or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs. (\***Harmful matter** means matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest, and is matter which, taken as a whole, depicts or describes in a patently offensive way sexual conduct and which, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors, Penal Code 313.)

Use of computer resources is a privilege, not a right. Please refer to Internet Acceptable Use Policy, Student Use of Technology, and Digital Citizenship Agreement in this handbook.

**Liability for Student Misconduct** – The parent or guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school employee, or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school, or personal property belonging to a school employee, resulting from the willful misconduct of the minor. The liability of the parent or guardian is limited to \$19,056 adjusted annually for inflation.

The parent or guardian of a minor is liable for any reward, not exceeding \$19,056, adjusted annually for inflation, paid pursuant to Government Code Section 53069.5. Government Code Section 53069.5 allows local agencies to offer and pay a reward for information leading to the identification and apprehension of any person who willfully damages or destroys property, or whose willful misconduct results in injury or death to any person.

The school shall, in writing, notify the parent or guardian of the pupil, of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts. When the minor and parent are unable

to pay for the damages, or to return the property, the school shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the student shall be released. (Cal. Educ. Code §48904(a))

**Expectations for Co-Curricular Activities** – In addition to school-wide expectations, Inspire maintains a elevated expectations for elected Associated Student Body Officers and participants in student clubs and organizations. The Code of Conduct includes specified disciplinary actions and academic eligibility guidelines. Please inquire with teachers and advisors regarding additional requirements for the various clubs and positions of responsibility students are encouraged to pursue.

**Expectations for Extra-Curricular Activities** – Violation of the school rules that results in being required to leave a school event may result in a thirty (30) day suspension (calendar days) from attending school-related extra-curricular activities (dances, performances, awards, rallies, etc.).

**Student Dress Code** – The issue of proper dress is primarily the responsibility and concern of the student and his/her family, but it is also the responsibility of the school to create an environment which will enable students to reach toward their highest potential as a unique individual and at the same time prepare them as a responsible citizen in the adult community which supports the educational environment. In order to create a safe and orderly learning environment the Inspire Board has adopted the following dress guidelines.

When a student’s dress or grooming is not acceptable in the opinion of school staff, a conference will be held with the student and/or family to discuss the guidelines of proper dress and/or hygiene. The enforcement of the guidelines will be left to the administration.

1. Hair shall be neat and clean.
2. Students must wear footwear.
3. Outer clothing must cover undergarments and appropriately cover the body.
4. Slogans shall not offend, defame, insult or ridicule any individual, group or segment of society.
5. Students may not wear, display or be in possession of clothing and/or accessories as interpreted by school personnel as negative, derogatory, or inappropriate, which:
  - a. Indicate an association with a group that is determined to be detrimental to the safety and well-being of the school community;
  - b. Are obscene, sexually explicit, suggestive, or derogatory;
  - c. Express or advocate violence, express racial, gender, or ethnic messages;
  - d. Promote or advocate the use of drugs, alcohol, tobacco, or intoxicants of any kind;
  - e. Create a disruption to the safe and orderly operation of the school.
  - f. Create an unnecessary distraction for other students

Corrective actions may include:

1. T shirts will be available in the office for students to change in to

2. Families will be contacted when student does not comply with the dress code.
3. Student may be sent home to change and return to school
4. Ongoing or habitual violations will be address with a progressive disciplinary approach

**Loitering** – There shall be no loitering or littering within a two-block radius of any CUSD school campus or the grounds of Inspire. Violators are subject to disciplinary consequences. Students may not loiter after 5:00 p.m. on campus after school without an expressed intent and supervision. Any students on campus after hours need to be with a teacher or supervisor, or else they are considered to be loitering. When asked to leave, students must comply.

Please note that senior students with an “open period” in the mornings are welcome on campus approximately 10 minutes prior to the beginning of their first class. Students may be requested by faculty or staff to arrive early and must sign in at the office should they attend during their “open period” to account for their presence on campus.

Students attending Butte College Connections program through Inspire are welcome on campus at any time and must sign in at the office and identify their destination on campus and who will be supervising them.

**Open Campus** – Inspire permits 10<sup>th</sup> – 12<sup>th</sup> grade students to leave school grounds during the lunch period with the exception of 9<sup>th</sup> grade students. For off-campus privileges to be maintained at local high schools, our immediate neighbors must be shown considerable respect. Therefore, CUSD and Inspire students may not congregate within a two-block radius of any CUSD campus or Inspire. This includes all alleyways, yards and adjoining areas. Please be aware that "Neither the school nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section." (Cal. Educ. Code §44808.5)

**Closed Campus** – Inspire students may not visit other school campuses during the school day for any purpose. If an emergency exists requiring such a visit, the student must first report to the school administration office requesting permission. Students are expected to remain on campus during passing periods. Once a student arrives on campus they may not leave without an approved off-campus permit.

Freshmen students are also assigned closed campus lunch for safety reasons. Students report to staff and sign-in at the midpoint of the lunch hour ensuring they are on campus. Students who fail to sign-in will start the following school year on a closed campus lunch.

**Visiting Campus** – Visitors must report to the office for a Visitor's Pass. Passes may only be issued to secondary age students from out-of-town with prior approval. Approved visitors will follow Inspire's behavioral expectations or will leave campus and families will be notified as such. Administration requires written or verbal communication by the parent of the hosting or visiting student at least one day in advance, and the visitor must have proper ID. Administration reserves the right to regulate visitors on campus. Visitors are limited during the first two weeks, or the last two weeks of school, or

before major school breaks, i.e., Thanksgiving, Winter and Spring Breaks. Campus visitors may also include the following:

1. Organized campus tours for interested families – call the office for dates
2. Guest speakers – must sign in at the office
3. Inspire alumni – must sign in at the office
4. 8<sup>th</sup> grade visitation – pre-enrolled students tour and have lunch on campus each spring
5. Families may attend Inspire’s school-wide events or rallies and must sign in at the office for any on campus event
6. Parents requesting to observe in classrooms or visit campus will adhere to the following:
  - a. Visiting parents must go to the main office, sign in and receive a visitor’s pass.
  - b. Parents who are on campus without a visitor’s pass will be escorted to the office by administration, staff, or a campus supervisor.
  - c. Unidentified adults are not permitted on campus.
  - d. Parents who want to observe in a classroom must give the teacher reasonable notice and 24 hours prior is preferred. Parents who wish to visit the classrooms of teachers other than those of their children may request this through the administration. These visits may take longer than 24 hours to arrange.
7. Adults who do not have children in attendance at Inspire may request tours and classroom visits to be conducted at the convenience of school personnel.

**Dance Guest Pass** – Inspire students may invite non-Inspire students to dances. Dance tickets can be purchased only after a dance guest pass has been completed by the student, submitted to and approved by the principal. Guests meeting one or more of the following criteria may be denied a guest pass.

1. Any person who has been administratively transferred from Inspire or another school Inspire for disciplinary reasons.
2. Any person who has been expelled from Inspire, CUSD or, if it can be determined from another school Inspire.
3. Any person who has been disciplined for disruption or safety reasons at Inspire activities while they were a student at Inspire.
4. Any person identified as an associate or member of a gang as defined by police agencies.
5. Any person cited by the police for the following offenses: trespassing on school property, unlawful fighting, assault, battery, carrying weapons or displaying weapons, disturbing the peace, etc.
6. Any person over the age of 20.
7. Any person whose character cannot be vouched by school or police officials.

**Expectations of Vehicle Operation** – While driving on or near campus, students will adhere to the following:

- a. Maximum speed limit while driving a vehicle on campus is five miles per hour (5 m.p.h.)

- b. Students are required to observe all driving regulations as designated by the California State Vehicle Code while driving vehicles on or near the campus.
  - c. Students who drive vehicles in a reckless manner on or near the campus are liable for forfeiture of their on-campus driving and parking privileges/Saturday Alternative Program/suspension/and/or referral to the Chico Police Department.
2. Parking on high school campus (permits sold to JUNIORS & SENIORS ONLY)
- a. Students with valid parking permits are to park their vehicles within appropriate designated student parking spaces.
  - b. The cost of a parking tag is \$3.00 (or a replacement tag) and may be purchased at the CHS office.
  - c. Students are prohibited from parking their vehicles in the designated Staff/Visitor/unauthorized areas on campus.
  - d. Students who park their vehicles in restricted areas will have a tire boot attached to the vehicle. The student must pay a \$10 service fee to have the boot removed. If the student does not have the \$10, he/she will sign a student bill. Second (2<sup>nd</sup>) offense is \$15; third (3<sup>rd</sup>) offense is \$20; fourth (4<sup>th</sup>) offense - vehicle will be towed. Students who receive two (2) parking violations during a school year will have their parking privileges revoked for the remainder of the school year.

**Gang Policy** – Gang-related conduct or activities on school campuses and during all school sponsored activities are a threat to the safety of others and are strictly prohibited. The Inspire Board intends to maintain campuses that are safe in accordance with California Law.

Gang-related conduct/activities include, but are not necessarily limited to: producing graffiti, wearing of apparel, displaying “colors”, conducting hazing such as rites of initiations, displaying hand signals, and clothing arrangements, producing, displaying, or advocating trademarks, accessory items, or any other symbols or actions which would denote membership/involvement in gangs as identified by the administration or by law enforcement.

The Board establishes that gang-related conduct or activities are a source of potential consequent violence.

The Board further establishes that such gang-related conduct or activities create a clear and present danger for the commission of unlawful acts on school premises, or the violation of lawful school regulations, or the substantial disruption of the orderly operations of the school. Students who engage in gang related activities will be subject to disciplinary procedures outlined in Board Procedure, which may include suspension and/or expulsion from school.

Nothing in this Board Policy is intended to replace or supplant applicable state or federal laws. Parents of students who engage in gang-related conduct or activities will be advised of same.

**Gang-Related Dress and Behavior** – Inspire recognizes the importance of providing a school environment that will strongly discourage student gang-related dress and behavior. It is therefore a goal for the Inspire and for each school to deter such dress and behavior.

The Inspire Board finds the wearing of gang-related signs, insignia, distinctive modes of dress denoting gang affiliation, and gang-related behaviors by students constitute a substantial disruption of school and school-related activities, and regulation of student dress is necessary for the health and safety of the school environment.

Parents of students who wear gang-related dress will be advised of the same. Photography of students by Inspire personnel expressly for the purpose of documenting the wearing of gang attire or paraphernalia is not allowed.

**Gang Defined** – A “gang” as defined in this policy is any group of three or more persons whose purposes include the commission of illegal acts as outlined in the California Education and/or Penal Code.

**Paraphernalia Defined** – “Paraphernalia” as defined includes personal belongings, articles, equipment, apparatus, or furnishings.

**Student Sexual Harassment Grievance Policy** – It is the policy of Inspire to maintain a learning and work environment that is free of sexual harassment. In accordance with Inspire Board Policy, employee formal complaints of sexual harassment are referred to the Principal/designee.

Sexual harassment of students is defined in this section in accordance with Title VII of the Civil Rights Act; Title IX of the Educational Amendments of 1972, Office of Civil Rights; and current Inspire Policies.

1. Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, when made by a student to another student, or when made by a student to a staff member.
  - a. Submission of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education; or
  - b. Submission to or rejection of such conduct is used as a basis for employment or education decisions affecting such individual; or
  - c. Such conduct has the purpose or effect of substantially interfering with an individual's educational or work performance, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:

- a. Suggestive or obscene letters, notes, or invitations; derogatory comments, slurs, jokes, or epithets; assaults, touching, impeding or blocking movement; leering gestures, display of sexually suggestive objects, pictures or cartoons.
- b. Continuing to express sexual interest after being informed that the interest is unwelcome. Reciprocal attraction is not considered sexual harassment.
- c. Implying or withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed. Within the educational environment, implying or actually withholding grades earned or deserved; suggesting a poor performance report will be prepared; or suggesting a scholarship recommendation or college application will be denied.
- d. Coercive sexual behavior used to control, influence or affect the career, salary, and/or work environment of another employee within the educational environment or engaging in coercive sexual behavior to control, influence, or affect the educational opportunity, grades, and/or learning environment of a student.
- e. Offering favors or educational employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

**Sexual and Gender Based Discrimination** – Inspire will not discriminate against any student based on sex, sexual orientation, perceived sexual orientation, gender, or gender identity.

Inspire will maintain separate restroom facilities for male and female students. Students may use facilities consistent with their gender identity. If there is a desire for increased privacy and/or safety, regardless of the underlying purpose or cause, any student will be provided access to a reasonable alternative restroom, such as a single stall "gender neutral" restroom.

**Student Complaints Against School Employees** – Sexual harassment, as noted above, may take many forms. The goal of this policy is to have a process that is sensitive to the needs of students as well as the rights of those against whom allegations have been made. All complaints, both formal and informal, will be handled with confidentiality appropriate to the investigation.

Title IX requires that a single individual person be designated to investigate and report on formal sexual harassment and discrimination complaints for Inspire. That person for Inspire shall be the Principal/designee.

On each campus, the /designee shall be the responsible officer. The /designee will assist students at both the formal and informal grievance levels and be prepared to answer any questions or concerns.

Many complaints will be resolved at the informal level. Often discussion with the employee will successfully change the behavior to the student's satisfaction.

Sometimes the nature of the sexual harassment is so severe to the student that no contact with the individual or their supervisor is possible. In those situations the student would immediately report the incident directly to the Principal/designee.

1. Informal Level

The Step 1 level encourages the student to approach the person who has caused the complaint. The student should specify the incident that caused the complaint and the action that, in the student's opinion, would resolve the matter.

At the Step 2 level the student approaches their designee. The student should specify the incident that caused the complaint and the action that, in the student's opinion, would resolve the matter.

2. Formal Level

The Step 3 level is directly with the Principal/designee. The student begins the formal written discrimination procedure at this level if she/he believes it is necessary.

3. Timeline

The formal complaint must be filed in writing in the Office of the Principal within 60 calendar days of the occurrence. (Reference Title IX)

The investigation will be completed within a 90-day period and the complainant will receive notification of final disposition. If additional time is necessary, an interim notification will be provided to the complainant.

Findings may be appealed to the Principal.

**Complaint Against Other Students** – Sexual harassment is a violation of the law, and students are subject to disciplinary sanction for this behavior. Complaints shall be brought directly to administration.

## School Safety

**School Safety** – The Inspire Board recognizes the benefits to students and staff of a safe educational environment. The Board is committed to the goal of a safe, caring, nondiscriminatory school climate that is conducive to learning and enables students to feel safe and realize their full potential.

The Inspire Board supports both a proactive approach and early intervention to curb school violence, crime, drug and alcohol abuse, and other negative detractors to the school learning environment.

Inspire has developed a comprehensive school-wide school safety plan, in cooperation with local law enforcement, Chico High School, and the District Incident Response Team. The plan may be viewed in the Inspire office.



**Search and Seizure** – To maintain order and discipline in the schools and to protect the safety and welfare of students and personnel, school authorities may physically search a student, as well as his/her effects including, but not limited to, student lockers, desks, cubby holes, clothing, backpacks, purses, book bags, brief cases and other such containers, or student automobiles based upon reasonable suspicion, meaning whether there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Such a search will be permissible in its scope when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Because student lockers, desks, cubbyholes and similar storage areas are the property of Inspire and because the control of such areas is joint between the student and Inspire, these areas are subject to search at any time.

In general, immediately prior to undertaking a search, it will be appropriate for school authorities to question the student about the incident and/or object of the search. While consent is not necessary upon a reasonable suspicion to search, in general, a student will be provided with the opportunity to consent.

Reasonable suspicion searches may be conducted of a student while the student is on school grounds, under school or supervision and/or while engaged in a school or Inspire activity. The products of such a search may be turned over to the proper legal authorities, including, but not limited to, the Chico Police, Butte County Sheriff, and/or utilized by the school itself for ultimate disposition and/or use as evidence. Appropriate school disciplinary action will be implemented.

**Detection Devices** - The Board believes that the presence of drugs, weapons, vandalism, theft and violence in the schools threatens Inspire's ability to provide an appropriate learning environment. The Board believes that the proper use of detection devices, such as, but not limited to, metal detectors, surveillance cameras, drug sniffing canines, and/or substance detectors may be necessary to further the goal of an appropriate school environment. Such detection devices shall be utilized only under the direction of the Principal in consultation with legal counsel.

**High School Undercover Operations** – The Board believes that the use of narcotics officers working in undercover roles on high school campuses may be necessary under certain circumstances. Such officers shall be utilized only under the direction of the Principal in consultation with legal counsel and site administration. Such operations will be undertaken in a manner to ensure the safety of students.

**Emergency Announcements** – School Cancellations: School may be cancelled due to extreme weather conditions or emergencies. Local media outlets will provide information.

**Pesticides** – The Healthy Schools Act of 2000 was signed into law in September 2000, and requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. The notification will identify the active ingredient or ingredients in each

pesticide product. Please go to the Internet address <http://www.cdpr.ca.gov> for further information on pesticides and their alternatives. Inspire will send out notifications prior to their use on campus.

**Personal Property** – If a student is using a valuable piece of equipment such as a musical instrument at school, the equipment should be insured. School or personal property found on campus must be taken to lost and found. Items not claimed within sixty (60) days may be returned to the finder. Unauthorized possession of lost items will be treated as theft.

Students should immediately report any thefts of their personal property to the administration. The school is not responsible for thefts. Every effort will be made to apprehend the thief and to recover stolen items. If it is necessary to bring valuables to school, these are to be checked at the main office.

## General Information

**Directory Information Policy** – The Family Educational Rights and Privacy Act (“FERPA”), a Federal law, requires that Inspire, with certain exceptions, obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from his or her child’s education records. However, Inspire may disclose appropriately designated “directory information” without written consent, unless a parent/guardian has advised the Charter School to the contrary in accordance with this policy.

“Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Inspire has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify Inspire in writing. Please notify office staff.

**Student Fees Policy** - The Board of Directors of Inspire recognizes that every California public school student is entitled to a free public education. Therefore, Inspire has adopted the following policy regarding charging students fees for participating in educational activities that are a fundamental part of the curricular and extracurricular program. Nothing in this policy limits a parent/guardian or student’s

right to voluntarily contribute time or things of value to our schools. This policy is subject to Charter School's Uniform Complaint Procedure.

**The Free School Guarantee** – In accordance with Education Code Section 49011, “a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.” That includes any fee, deposit, or other charge imposed on students, or a student’s parents or guardians for any of the following:

1. Registering for or participating in a class or extracurricular activity, whether required or elective and without regard to whether the activity is credit-bearing
2. A security deposit or other payment required to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment
3. A purchase of any supplies, materials, equipment, or uniforms associated with an educational activity

Education Code section 49010(a) defines “educational activity” as an activity offered by Inspire that constitutes “an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.” That does not include, and therefore a fee may be charged, for non-educational services that Inspire elects to provide such as bus transportation, health services, or nutrition services.

**Additional Assurances** – With regard to charging fees, Inspire also adheres to the following:

1. No student or parent/guardian will be required to request a fee waiver.
2. No student or parent/guardian will be offered a two-tier educational activity with a minimal opportunity for free and a second, higher opportunity for a fee.
3. No student will be offered or denied the opportunity to participate in educational activities based on whether his or her parent/guardian contributed money, goods, or services to the school.

**Voluntary Contributions** – students, parents, and guardians are still encouraged to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Students may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

**Complaint Procedures** – Students, parents, and guardians may submit complaints which allege that Inspire has violated the policy on student fees stated above. The Principal shall maintain a record of each complaint and subsequent related actions. Such complaints may be made anonymously if the complaint provides evidence or information leading to evidence to support an allegation of an unlawful fee.

Complaints regarding unlawful fees should be made using the Uniform Complaint Procedures and form contained in this handbook. If a complaint regarding a particular fee is determined to have merit, Inspire will reimburse all such fees paid by any individual.

## **Appendix A**

### **Digital Citizenship Agreement**

*(Please see attachment for signature page)*



## Digital Citizenship Agreement

Inspire maintains that the Internet and digital devices offer vast, diverse, and unique resources to students, parents, faculty and staff. Our goal in providing Internet access and digital devices to students is to promote educational excellence by facilitating innovation, communication and collaboration. In order to meet our goal, users are expected to abide by and model the accepted Digital Citizenship Agreement, which includes but is not limited to:

### 1. RESPECT Yourself

I will show respect for myself through my actions. I will select online names that are appropriate. I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post.

### 2. RESPECT Others

I will show respect to others. I will not use electronic mediums to flame, bully, or stalk other people. I will show respect for other people and myself in my choice of websites, I will not visit sites that are degrading to others, pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other people's private spaces or areas.

### 3. RESPECT for Property

I will respect the property of others including school IT property such as networks, hardware, software, or other user's files and data. This includes, but is not limited to, the creation, uploading, or downloading of computer viruses or other malicious software.

### 4. RESPECT Intellectual Property

I will request permission to use resources. I will suitably cite any and all use of websites, books, and other media. I will only use software and media others produce with their permission. I will use free and open source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses. I will act with integrity.

### 5. PROTECT Yourself

I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts and resources.

6. PROTECT Others

I will protect others by reporting abuse and by not forwarding inappropriate materials or communications. Failure to abide by the Digital Citizenship Agreement may result in one or more of the following:

- Disciplinary action by administration, when school culture is impacted.
- The notification to the appropriate legal authorities for prosecution, if required.
- Responsibility for damages to all IT equipment, networks, and hardware or software systems resulting from deliberate or willful acts of vandalism.

---

**Student:** I understand and will abide by Inspire’s Digital Citizen Agreement.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Guardian:** I have read Inspire’s Digital Citizen Agreement with my student. We have taken the time to openly discuss, understand and commit to the Digital Citizenship Agreement.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix B**

**Inspire School of Arts & Sciences**

**Uniform Complain Policy and Procedures**

## **Inspire School of Arts & Sciences Uniform Complaint Policy and Procedures**

Inspire School of Arts and Sciences' policy is to comply with applicable federal and state laws and regulations. Inspire is responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of discrimination against any protected group, including actual or perceived discrimination, on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Inspire program or activity; and
1. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.
2. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. "Educational activity" means an activity offered by a school, school district, Inspire or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:



- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
  - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

3. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Inspire acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Inspire cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Inspire will attempt to do so as appropriate. The Inspire may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

The Inspire prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

**Compliance Officer** – The following compliance officer will receive and investigate complaints and to ensure the Inspire's compliance with law:

Dan La Bar  
Assistant Principal  
c/o Inspire School of Arts and Sciences  
335 W. Sacramento Avenue  
Chico, CA 95926  
(530) 891-3090

The Principal shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Principal or designee.

**Notifications** – The Principal or designee shall annually provide written notification of the Inspire’s uniform complaint procedures to students, employees, parents/guardians, the Board of Directors, appropriate private officials or representatives, and other interested parties.

The Principal or designee shall make available copies of the Inspire’s uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant’s right to take the complaint directly to the California Department of Education (“CDE”) or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
  - a. The Inspire is primarily responsible for compliance with state and federal laws and regulations;
  - b. The complaint review shall be completed within sixty (60) calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
  - c. An unlawful discrimination complaint must be filed not later than six (6) months from the date the alleged discrimination occurs, or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;
  - d. The complainant has a right to appeal the Inspire’s decision to the CDE by filing a written appeal within fifteen (15) days of receiving the Inspire’s decision; and
  - e. The appeal to the CDE must include a copy of the complaint filed with the Inspire and a copy of the Inspire’s decision.

#### Procedures

The following procedures shall be used to address all complaints which allege that the Inspire has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

### **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Inspire.

A complaint alleging unlawful discrimination shall be initiated no later than six (6) months from the date when the alleged discrimination occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Inspire staff shall assist him/her in the filing of the complaint.

### **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Inspire's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

### **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Inspire's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the

investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Inspire's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

#### **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Inspire's investigation and decision, as described in Step #5 below, within sixty (60) days of the Inspire's receipt of the complaint.

#### **Step 5: Final Written Decision**

The Inspire's decision shall be in writing and sent to the complainant. The Inspire's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Inspire's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Inspire's expectations. The report shall not give any further information as to the nature of the disciplinary action.

**Appeals to the California Department of Education** – If dissatisfied with the Inspire's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Inspire's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the

decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Inspire's decision.

Upon notification by the CDE that the complainant has appealed the Inspire's decision, the Principal or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Inspire, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Inspire's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Inspire when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Inspire has not taken action within sixty (60) days of the date the complaint was filed with the Inspire.

**Civil Law Remedies** – A complainant may pursue available civil law remedies outside of the Inspire's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Inspire has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adult Education            | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services            |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education      | <input type="checkbox"/> Special Education             |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees                        | <input type="checkbox"/> Local Control Funding Formula |

**For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)   |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> National Origin                              | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> Race   | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Religion                                     |  |
| <input type="checkbox"/> Ethnic Group Identification     |   |  |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any Inspire personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Dan La Bar – UCP Compliance  
c/o Inspire School of Arts and Sciences  
335 W. Sacramento Avenue  
Chico, CA 95926

## **Appendix C**

Inspire School of Arts & Sciences

California Education Code references for  
violations that may result in student  
suspension and/or expulsion



**Cal. Educ. Code §48900**

- a. (1) caused, attempted to cause, or threatened to cause physical injury to another person; (2) willfully used force or violence upon the person of another, except in self-defense;
- b. possessed, sold or otherwise furnished any firearm, knife, explosive (including live ammunition) or other dangerous objects unless, in the case of possession of any such object, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal (a principal shall immediately suspend any student found to be in possession of a firearm at school or at a school activity and recommend expulsion to the board);
- c. unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code (commencing with Section 11053), an alcoholic beverage or an intoxicant of any kind;
- d. unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in the Health and Safety Code (commencing with Section 11053), an alcoholic beverage or an intoxicant of any kind and then either sold, delivered or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a 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 (including electronic files, other databases and computer information) or private property;
- g. stolen or attempted to steal school property or private property;
- h. possessed or used tobacco or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. However, this does not prohibit use or possession by a student of his or her own prescription products;
- i. committed an obscene act or engaged in habitual profanity or vulgarity;
- j. unlawfully possessed, offered, arranged or negotiated to sell any drug paraphernalia as defined in the Health and Safety Code Section 11014.5;
- k. disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, 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. As used in this section, "imitation firearm" means 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 Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code;
- o. harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both;
- 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 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r. engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

**Cal. Educ. Code §48900.2** – A student may be suspended or recommended for expulsion when it is determined that the student has committed sexual harassment as defined in Government Code Section 212.5. The conduct 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 student's academic performance or to create an intimidating, hostile or offensive educational environment.

**Cal. Educ. Code §48900.3** – In addition to the reasons specified, a student in any of grades 4 through 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5 of the Education Code. ("Hate violence" means any act punishable under Section 422.6, 422.7, or 422.75 of the Penal Code.)

**Cal. Educ. Code §48900.4** – In addition to the grounds specified, a student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against school district

personnel or a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that school personnel or student or group of students by creating an intimidating or hostile educational environment.

**Cal. Educ. Code §48900.7**

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

**Cal. Educ. Code §48915**

(a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper

conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety **Code**.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

1. Is appropriately prepared to accommodate pupils who exhibit discipline problems.
2. Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
3. Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and

that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

**Cal. Educ. Code §48901.5**

(a) The governing board of each school Inspire, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, signaling equipment, by pupils of the school Inspire while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school Inspire employees.

(b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and pupil.

**MEMORANDUM OF UNDERSTANDING REGARDING OVERSIGHT**

by and between

**CHICO UNIFIED SCHOOL DISTRICT  
AND INSPIRE SCHOOL OF THE ARTS AND SCIENCES**

This Memorandum of Understanding (“Agreement”) is executed between the Chico Unified School District (“CUSD”) and Inspire School of the Arts and Sciences (“INSPIRE”).

**I. RECITALS:**

- A. The CUSD is a school district existing under the laws of the State of California.
- B. INSPIRE is an indirect funded California public Charter School existing under the laws of the State of California and under the chartering authority oversight of CUSD.
- C. CUSD is the authorizing agency of INSPIRE. This Agreement is intended to outline the agreement of INSPIRE and CUSD governing their respective fiscal and administrative responsibilities, their legal relationships and operation of INSPIRE.
- D. Written modifications of this Agreement may be made by mutual agreement as set forth in Section A below. This Agreement shall be effective upon execution until terminated in accordance with this Agreement, and shall remain in effect for the duration of the existing initial charter document.
- E. If the terms of this Agreement conflict with the terms of the Charter, this Agreement shall control and supersede the Charter. If the inconsistency is material to the terms of the Charter, the two parties will meet to consider the Charter to reach consistency. In addition, if the Charter, read alone without incorporating this Agreement, is silent on an issue addressed by this Agreement, this Agreement shall control.
- F. Should Chico Unified School District revert to State receivership, INSPIRE reserves the right to terminate the relationship with CUSD contingent upon securing property/liability, automobile liability and worker’s compensation insurance pursuant to Section H1 through H4, and shall have the option to become a direct funded charter school.

## II. AGREEMENTS

### A. Terms

1. This Agreement will govern the relationship between CUSD and INSPIRE regarding the operation of INSPIRE.
2. Any modification of this Agreement must be in writing, executed by duly authorized representatives of both parties, ratified by the respective Boards, and must indicate intent to modify or amend this Agreement.
3. The duly authorized representative of INSPIRE is the Principal of INSPIRE.
4. The duly authorized representative of CUSD is the Superintendent or Designee. In order to ensure consistency in communications, all communication regarding any aspect of the operation of INSPIRE shall be initiated by the designated representative of INSPIRE with the Superintendent of CUSD, unless the Superintendent delegates this function to a Designee

The term of this Agreement shall begin July 1, 2015 and will be effective through June 30, ~~2020~~2017. No later than 60 days after the current expiration date of this Agreement, upon the written request of either party, the parties shall meet and confer over the fees set forth in Section E, or regarding any other term of this Agreement that the party wishes to change. Should the parties agree to modify the terms of Section E or any other term of this Agreement, they shall mutually negotiate and execute a modification of or addendum to this Agreement. Should neither party request to meet and confer over Section E or any other term of this Agreement by the date set forth above, or if the parties cannot agree to modified terms in Section E or any other term of this Agreement, the terms of current Agreement shall roll over for a subsequent five (5) year term, commencing July 1 immediately following the expiration of the current Agreement.

5. This Agreement shall terminate automatically upon closure of INSPIRE for any reason, except as may be specified otherwise herein. "Closure" means that all legally required closure processes are completed. Notwithstanding the terms of this paragraph, the MOU shall not terminate until such time as INSPIRE has exhausted all of its statutory appeal rights under Education Code section 47607 in the event of non-renewal or revocation by the District.

### B. Funding

1. INSPIRE is eligible for Local Control Funding Formula (LCFF) Funding as set forth under Education Code Section 47632(a). LCFF funding will be apportioned by Average Daily Attendance (ADA). INSPIRE will be responsible for providing the State Department of Education with all data required for funding. LCFF Funding will not include:
  - a. Programs for which INSPIRE is required to apply separately.
  - b. Special Education programs -- these funds are allocated to District as long as INSPIRE assumes the status as a public school of CUSD for purposes of special education under Education Code section 47646.. INSPIRE understands that this requires it to contribute an equitable share of its LCFF funding to support district-wide special education instruction and services costs, including INSPIRE's special education costs.
  - c. Economic Impact Aid -- these funds are allocated separately, based on qualifying students.
  - d. Lottery funds -- INSPIRE will be funded directly from the State through CUSD in addition to its LCFF Funding, for their share of these funds. A portion of Lottery Funds must be spent on instruction, as dictated by the State.
2. INSPIRE is eligible for Federal funding including, but not limited to: Title I, II, IV and VII, based on the qualification of INSPIRE's students for such funding.
3. INSPIRE will receive funding from the State indirectly, pursuant to Education Code section 47651.
4. INSPIRE may receive funding from new or one-time funding sources available to charter schools provided by the State of California to the extent that INSPIRE and its students generate such entitlements. Additionally, INSPIRE may apply for private grants.
5. Grants written by and obtained by INSPIRE will not be subtracted from the resources CUSD would otherwise have allocated to INSPIRE. Grants written will include a factor for indirect costs, if allowed by the grantor, for 3% or the CUSD rate if eligible. Upon expense of such grants the indirect cost shall be charged by CUSD as a cost of doing business.
6. In addition to the LCFF Funding specified herein, the parties recognize the authority of INSPIRE to pursue additional sources of funding.



7. If CUSD applies for additional sources of funding in the form of grants and/or funding at the request of and for the benefit of INSPIRE, which it may do in its sole discretion, CUSD will receive a percentage of such funds to be allocated to INSPIRE. CUSD will charge the maximum indirect costs as allowed under law or as specified by the specific funding source. Funds shall be allocated to INSPIRE on a prorated basis related to the formula that generates the funds. For example, if funds are generated on a per eligible students basis, they shall be allocated to INSPIRE on a per eligible student basis minus the administration fee (i.e., indirect cost fee) charged by CUSD.
8. INSPIRE shall cooperate fully with CUSD in any applications made by CUSD on behalf of the students of INSPIRE.
9. INSPIRE agrees to comply with all applicable laws and regulations related to receipt and expenditures of such funds.
10. CUSD shall, every fiscal year, transfer to INSPIRE funding in lieu of property taxes in monthly installments on or before the fifteenth (15<sup>th</sup>) of each month pursuant to Education Code Section 47635.
11. INSPIRE agrees that all loans received by INSPIRE shall be the sole responsibility of INSPIRE and CUSD shall have no obligation for repayment. INSPIRE agrees that it shall establish a fiscal plan for repayment of any loans received by INSPIRE in advance of approving receipt of such loans. It is agreed that all loans sought by INSPIRE shall be authorized in advance by INSPIRE and shall be the sole responsibility of INSPIRE. INSPIRE agrees that CUSD shall have no obligation for repayment. INSPIRE shall provide advance written notice with details of terms and repayment plan to CUSD specifying its intent to apply for/seek a loan. INSPIRE shall also provide to CUSD written notice of deposit of any sums which are loans and the plan for re-payment.
12. INSPIRE agrees that all public funding obtained by INSPIRE shall only be used to provide educational services and support consistent with its Charter and shall not be used for purposes other than those set forth in the approved Charter, this Agreement or any authorized amendments. All expenditures shall be in accordance with applicable law.
13. INSPIRE shall not seek a share of additional operational funding pursuant to Education Code Section 47636, Subdivision (a).

C. Legal Relationship

1. The Parties recognize that INSPIRE is a quasi-separate legal entity that operates INSPIRE under the supervisory oversight of CUSD.
2. As an indirect funded charter school, INSPIRE shall be wholly responsible for INSPIRE's operations and shall manage its operations efficiently and economically within the constraints of INSPIRE's annual budget. CUSD shall not be liable for the debts or obligations of INSPIRE, for claims arising from the debts or obligations of INSPIRE or for claims arising from the performance of acts, errors, or omissions by INSPIRE, and INSPIRE agrees to indemnify CUSD against any such claims as set forth in the Charter and this Section without regard to whether CUSD has performed the oversight responsibilities described in Education Code Sections 47604.32 and 47605(m), provided that INSPIRE shall not be responsible for indemnifying CUSD if the debt, obligation, or claim is caused in part or in whole by CUSD's negligence or willful misconduct. This indemnification clause shall survive termination of this Agreement.

INSPIRE shall not have the authority to enter into a contract that would bind CUSD, nor to extend the credit of the CUSD to any third person or party. INSPIRE shall clearly indicate to vendors and other entities and individuals outside CUSD with which or with whom INSPIRE enters into an agreement or contract that the obligations of INSPIRE under such agreement or contract are solely the responsibility of INSPIRE and are not the responsibility of CUSD.

INSPIRE shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless CUSD, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, INSPIRE's performance under this Agreement or the Charter, or any acts, errors, negligence, omissions or intentional acts by INSPIRE, its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns. This indemnity and hold harmless provision shall exclude actions brought by third persons against CUSD arising out of any intentional acts of CUSD and/or District Personnel or solely out of any acts or omissions of CUSD and/or District Personnel that are not otherwise related to or connected with INSPIRE and/or its Personnel. This indemnification clause shall survive termination of this Agreement.

3. INSPIRE will comply with all applicable state and federal laws, including, without limitation, the Ralph M. Brown Act (Gov. Code, Section 54950 et seq.), the California Public Records Act (Gov. Code, Section 6250 et seq.), and conflict of interest laws, including without limitation, the Political Reform Act (Gov. Code, Section 87100) and Government Code Section 1090 et seq. except as would prevent employees from holding a position on the Board of Directors as described above. When acting on an employment contract where an *employee* board member has a financial conflict of interest, the Board shall comply with the Political Reform Act and the Corporations Code in proceeding.

INSPIRE shall also comply with all applicable federal and state laws concerning the maintenance and disclosure of student records, including, without limitation, the Family Education Rights and Privacy Act of 1974 (20 U.S.C.A. Section 1232g), all applicable state and federal laws and regulations concerning the improvement of student achievement, including, without limitation, applicable provisions of the Elementary and Secondary Education Act of 1965 (20 U.S.C.A. Section 6301, et seq. as amended by the No Child Left Behind Act of 2001 (hereinafter the law, state and federal regulations referred to herein as “NCLB”) and agrees to take appropriate remedial action if notified by the State of California of a violation of any of the foregoing.

4. Any complaints or concerns (including complaints filed with OCR, EEOC, or FEHA) received by CUSD about any aspect of the operation of INSPIRE or about INSPIRE shall be forwarded by CUSD to INSPIRE within 3 business days of receipt. CUSD may request that INSPIRE inform CUSD of how such concerns or complaints are being addressed, and INSPIRE shall provide such information subject to attorney client privilege. INSPIRE shall handle its own uniform complaints pursuant to a Uniform Complaint Procedure adopted in accordance with California Code of Regulations, Title 5, Section 4600 et seq.

D. Fiscal Relationship

INSPIRE and CUSD agree that “supervisory oversight”, as used in Education Code Section 47613 shall include, but not be limited to, the following:

- All activities related to the charter revocation and renewal process, as described in Section 47607.
- Review of all INSPIRE financial reports pursuant to Education Code 47604.33.
- Activities relating to monitoring the performance and compliance of the charter school with respect to the terms of its charter, related agreements and applicable fees.
- Review of and timely response to the annual school performance report and related processes as outlined in the INSPIRE Charter.
- Participating in the dispute resolution process as described in the INSPIRE Charter.

1. Oversight Obligations: District oversight obligations also include, but are not necessarily limited to, the following:

- a. Review and revision of this Agreement and any subsequent agreements to clarify and interpret the Charter and amendments to the Charter and the relationship between INSPIRE and CUSD.
- b. Monitoring performance and compliance with the Charter and with applicable laws, including, without limitation, by way of the following:
  - Visiting INSPIRE at least once per year;
  - Observing instruction on a periodic basis as determined by CUSD;
  - Working with district personnel to ensure that INSPIRE submits the reports and documents identified in subsection (D)(1) to D(10) below;
  - Monitoring the fiscal condition of INSPIRE;
  - Notifying the State of California upon the occurrence of any of the events described in Education Code Section 47604.32(e).

INSPIRE shall promptly respond to all reasonable inquiries of CUSD, including, but not limited to, inquiries regarding its financial records.

- c. Any process conducted in compliance with Education Code Section 47607 related to the issuance of a notice to remedy or other corrective notice related to INSPIRE's operations, including document requests, hearings, notices, and investigations, and monitoring efforts to remedy operational problems identified by CUSD.
- d. For purposes of fiscal oversight and monitoring by CUSD, CUSD requires INSPIRE to provide information and documentation related to its operations. CUSD annually prepares its due dates for INSPIRE Financial and Attendance Reports ("Reports"). INSPIRE shall provide all information and documentation in the form and at the times specified in the Reports. Whether included in the Report or not, INSPIRE shall provide CUSD with a copy of the following documents, data and reports, in the form and at the times specified. Since CUSD will provide much of the data listed below as part of Administrative Services outlined in Section E, INSPIRE will provide the necessary applicable information in a timely manner to CUSD in order for CUSD to prepare the reports and meet their deadlines accordingly.

(1) Student Data

INSPIRE shall submit student enrollment projections to CUSD by March 19 of the preceding school year each year. During the school year, monthly enrollment and ADA reports with respect to INSPIRE will be available to CUSD, as both CUSD and INSPIRE will share the same Student Information System. INSPIRE shall annually provide CUSD a list of names and addresses of students enrolled along with the school district of residence of each respective student no later than November 1 of each year.

INSPIRE shall maintain contemporaneous written records of enrollment and ADA and those records will be available to CUSD. INSPIRE will develop the P-1, P-2, and annual state attendance reports and submit to the state by state deadlines each year. INSPIRE personnel will work with CUSD to provide all necessary information required to be submitted to CALPADS.

INSPIRE's student discipline policies shall be provided to CUSD annually, by September 1 of each year, and as updated.

(2) Personnel Data/Credential Data

Actual staffing data shall be provided to CUSD on an annual basis and prior to commencement of each school year. Teacher credentials, clearances, and permits shall be maintained on file at INSPIRE and may be subject to periodic inspection by CUSD. Copies of credentials and a list of teaching/class assignments for each teacher shall be provided to CUSD by INSPIRE at the commencement of each school year and no later than September 15, and whenever any changes in credentials or assignments occur during the school year, along with written verification by INSPIRE that credentialing requirements imposed on INSPIRE under NCLB have been met. INSPIRE shall also provide to CUSD at the commencement of each school year and no later than September 15, certification that all of its employees are in compliance with Education Code section 44237 for INSPIRE employees.

(3) Annual Employment Audit

Charter School shall provide the following reports to the District no later than October 31 each year:

- (a) List of all employees verifying TB clearance.
- (b) List of certificated employees verifying credentials held, as well as the expiration date for each credential.
- (c) Certification by INSPIRE that all of its employees meet NCLB requirements.
- (d) Verification that all employees have submitted fingerprints, and prior to employment, were found eligible to work for a public school.
- (e) Master Schedule listing all teaching assignments.

(4) Budget/Financial Data

- (a) Budget Data:

As part of Administrative Services listed in Section E. below, CUSD shall, for the terms of this agreement prepare the following fiscal reports consistent with Education Code 47604.33 (a) 1-4. A preliminary budget due on June 30; a first interim report, due on December 15, covering operations through October 31; a second interim report, due on March 15, covering operations through January 31; unaudited actuals, due on September 15, covering the period July 1 - June 30. INSPIRE will also conduct an annual, independent financial audit, consistent with Education Code Section 47605(m), to be submitted no later than December 15, for the previous fiscal year. INSPIRE shall request the auditor to conduct an exit interview to discuss any findings. A copy of the entire exit interview report will be submitted to the Director of Fiscal Services. INSPIRE shall make every effort to comply fully with Education Code Section 47604.33. Reports identified in Education Code Section 47604.33 will be incorporated with CUSD data using the SACS format

(b) Cash Flow Data:

CUSD shall be notified at least three weeks in advance of Board of Directors action to incur short or long term debt on behalf of INSPIRE, and financing documents shall be made available for District review upon request.

(c) Loans

INSPIRE agrees that it shall establish a fiscal plan for repayment of any loans received by INSPIRE in advance of approving receipt of such loans. It is agreed that all loans sought by INSPIRE shall be authorized in advance by INSPIRE and shall be the sole responsibility of INSPIRE. INSPIRE agrees that CUSD shall have no obligation for repayment. INSPIRE shall provide advance written notice with details of terms and repayment plan to CUSD specifying its intent to apply for/seek a loan.

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INSPIRE shall also provide to CUSD written notice of deposit of any sums which are loans and the plan for re-payment. It is not the intent of CUSD to approve or disapprove any prospective loans.

(5) Governance Data/Meeting Information

Copies of meeting agendas for meetings of INSPIRE Board of Directors shall be posted at the INSPIRE facility at the time they are distributed to the public pursuant to the Brown Act. INSPIRE shall provide CUSD with notice of all meetings by providing copies of agendas at the same time the agenda is posted and will provide copies of minutes to CUSD from each meeting upon approval of same.

INSPIRE shall annually (on or before July 1 of each year) send to CUSD a list of its directors and officers, and shall notify CUSD within 30 days of any change in the composition of these directors and officers.

(6) Personnel Policies

INSPIRE will use personnel and payroll policies and procedures of CUSD. Any said policy or procedure which is different from CUSD shall be contained in the INSPIRE Employee Handbook and shall be provided upon commencement of the first school year and annually thereafter by September 1.

(7) Risk Management Data

INSPIRE shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences. INSPIRE shall participate in all CUSD safety trainings.

A report of the risk management program operation shall be submitted to CUSD no later than October 31 each year. The components of the report should include the INSPIRE Designated Safety Officer and establish that the following are in place:

- (a) Injury illness prevention plan
- (b) Bloodborne Pathogen training



- (c) Hazard Communication program
- (d) Emergency Plan
- (e) Documentation of Employee Safety Training  
Annual Safety Inspections

(8) Programmatic/Performance Audit

INSPIRE will prepare an annual performance report and shall provide all information necessary to demonstrate that INSPIRE is pursuing adequately and/or meeting the applicable accountability standards described in the NCLB, including adequate yearly progress, as defined by the State of California. The report shall also include: an analysis of whether student performance is meeting the goals specified in the Charter, using data displayed on a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality; a review of the progress toward the goals included in the charter and INSPIRE'S Local Control Accountability Plan, an assessment of the effectiveness of the specific actions described in the charter and LCAP toward achieving the goals, and a description of changes to the specific actions the charter school will make as a result of the review and assessment; an overview of INSPIRE's admissions practices during the year and data regarding the numbers of students enrolled and the number on waiting lists; analysis of the effectiveness of INSPIRE's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints. The performance audit shall be provided to CUSD by October 1 of each year.

(9) Instructional Materials

INSPIRE shall provide a list of core instructional materials by grade and content annually, no later than two weeks prior to the commencement of each school year.

(10) Other

INSPIRE shall provide such other documents, data and reports as may be reasonably requested or required by CUSD.

- e. Data required to be submitted pursuant to this Section shall be submitted in electronic form if requested by CUSD.
  - f. INSPIRE shall comply with Generally Accepted Accounting Principles (GAAP) applicable to public school finance and fiscal management. INSPIRE shall maintain a minimum reserve for economic uncertainties (designated fund balance) in an amount of \$25,000 of budgeted expenditures at each reporting cycle identified in Education Code Section 47604.33. Beginning with the 2015-2016 fiscal year the minimum reserve shall be \$25,000 or 3%, whichever is greater.
- E. Fees. By mutual agreement CUSD and INSPIRE agree that, in return for providing many services and retaining ties with CUSD, INSPIRE will pay for said services via the Cost Allocation Methodologies noted below. Please note, these costs are generated in support of all schools in the Chico Unified School District and represent a standard level of service across all schools. Requests for additional services by INSPIRE beyond the standard level of services which increases costs shall be discussed and considered by both parties. CUSD retains the right to establish the level of service and increase or decrease costs accordingly: .

**Indirect Costs**

- 1) Business Services – Payroll, Accounts Payable (AP), budgeting support, purchasing, accounting software, etc.
- 2) Technology Infrastructure – Staffing, Internet Service Provider (ISP) contracts, server replacement/repair, cabling, routers, switches, network management software, etc.
- 3) Human Resources – Recruitment assistance, position control maintenance, TB testing, credential monitoring, general support, etc.
  - INSPIRE agrees to pay the State-approved Indirect Costs rate set forth in Exhibit A

**Other Cost Sharing Services:**1) Custodial Services – Staff, paper supplies, cleaning supplies, etc,

- Cost Allocation Methodology for Custodial Services = Actual cost

of custodian & supplies assigned to Inspire school site

2) Maintenance Services – Deferred maintenance, repair work orders

- Cost Allocation Methodology for Maintenance Services  
(Restricted Routine Maintenance Account (RRMA) = Total RRMA costs less grounds keeping salaries & benefits / Total Square Feet
  - o Note: Energy Management Software costs included

3) Utilities – Water & garbage

- Cost Allocation Methodology for Utilities = Annual cost of water & garbage / Total Square Feet

4 Testing ~~&~~ Assessment and Attendance Services – Staffing, CalPads, State testing support, Illuminate, Aeries, Cum Files

- Cost Allocation Methodology for Testing & Assessment = per ADA

5 Campus Supervision - Staffing

- Cost Allocation Methodology for Campus Supervision = per ADA

6 Special Education Services – Staffing, materials & supplies, contract services, special ed transportation:

- Cost Allocation Methodology for Special Ed = Prior year special ed encroachment for all CUSD schools and charter schools served by CUSD / prior year P-2 ADA for all CUSD and charter schools served x Inspire’s prior year P-2 ADA.

**Direct Costs Services:**

**INSPIRE is responsible for acquiring and paying for the services noted below.**

1) Electricity – Billing / Meter is Inspire’s direct responsibility

2) Counseling Services

3) Technology Instruction - From the point of the data drop in each classroom/office. This represents classroom technology assistance staffing and Inspire's portion of the Computer For Classroom (CFC) contract charged at the school's percentage of Average Daily Attendance (ADA).

Note, the cost of technology infrastructure to the point of the data drop is shared by INSPIRE and CUSD with the indirect cost rate as the cost allocation methodology.

4) Library Services – Teacher support, lesson support, and research. Note, there will not be an additional charge to Inspire for access to the library and circulation.

5) Insurance – Property & Liability, workers comp (through payroll)

6) Health Aides

F. Special Education Services

1. School of the District for Special Education Purposes

CUSD agrees to provide Special Education Services pursuant to Education Code Section 47646. In accordance with the charter, INSPIRE will function as a “public school of the District” for purposes of Education Code Section 47646 and the Individuals with Disabilities Act during the term of this agreement.

2. Referral

INSPIRE staff shall be trained as needed by CUSD to identify students who may have exceptional needs and a Student Study Team will determine whether alternative interventions in the regular school setting will appropriately serve the needs of the student. INSPIRE shall make any necessary referrals of students who are believed to be eligible for special education and related services. INSPIRE shall notify CUSD of any referrals.

3. Evaluation

Once a student is referred, CUSD shall assume responsibility for identifying and providing for any school administered evaluations or

assessments. CUSD shall consult with INSPIRE staff when selecting and conducting assessments.

4. Section 504 Services

INSPIRE agrees to implement a Student Study Team, a regular education function, to monitor and guide referrals for Section 504 Services. INSPIRE will develop, maintain and implement policies and procedures to ensure identification of students who may require Section 504 accommodation(s). Unless otherwise agreed between the parties, all aspects of Section 504 compliance will be the sole responsibility of INSPIRE.

5. Individualized Education Plan Development

CUSD assumes responsibility for developing written individualized education plans (IEP) for all students with exceptional needs. The IEP team shall have all legally mandated members and shall include a representative of INSPIRE. The plan shall be developed collaboratively with an effort to respect the school's instructional design, mission and charter, and INSPIRE shall make available any necessary staff to facilitate the IEP process. CUSD shall provide advance notice to INSPIRE regarding all IEPs, and CUSD shall assume the responsibility for ensuring appropriate documentation of the IEP process and for ensuring all parent and student rights. The District's Director of Educational Services, or designee, will be invited to attend all IEPs and INSPIRE and will serve as the Administrator of Record unless this is designated by the DES to the INSPIRE Principal or designee.

6. Placement

The IEP team shall have primary responsibility for determining the most appropriate placements and services for students with exceptional needs in accord with applicable laws. All services shall be delivered in the least restrictive environment and shall be consistent with INSPIRE's instructional philosophy, mission, charter and program, to the extent allowed by law.

7. Delivery of Special Education and Related Services

CUSD shall assume ultimate responsibility for delivery of all special education and related services specified in the IEP or otherwise required

by law. INSPIRE shall cooperate fully with the delivery of such services, which shall, to the extent feasible within the law, be consistent with INSPIRE's instructional philosophy, mission, charter, and operational policies.

CUSD will be allocated all special education funds that are generated by INSPIRE students. CUSD will be responsible for all of the financial costs of services and responsible for the delivery of special education services described herein, including any and all costs associated with a due process or judicial proceeding. Should the interests of CUSD and INSPIRE diverge during any due process or judicial proceeding, INSPIRE may, at its sole discretion, request separate counsel.

8. Uniform Complaint Resolution

CUSD shall, in consultation with INSPIRE, implement all aspects of a uniform complaint procedure for special education. INSPIRE shall, whenever necessary, initiate and pursue due process hearings and claims as needed to ensure compliance with applicable laws.

9. Relationship with SELPA

CUSD shall represent the interests of INSPIRE in good faith at all SELPA governance meetings and related activities. INSPIRE shall be able to participate in SELPA activities as needed and on a basis comparable with other District schools. CUSD shall notify INSPIRE of any proposed changes to SELPA policies or practices regarding charter schools.

10. Funding

CUSD shall receive funding from the SELPA associated with ADA generated by the School. INSPIRE shall agree to pay the District its share of special education per pupil encroachment upon submission of the calculation of the costs by CUSD and, in return, CUSD will provide all needed and appropriate special education services for INSPIRE students, as they would for any other student within CUSD and in accordance with all applicable State and Federal laws. The exact formula to determine costs of encroachment is illustrated in Attachment A of this document.

11. Staffing

CUSD agrees to employ and provide to INSPIRE all needed and appropriate personnel for special education services at no additional charge than the premium previously set forth. To ensure that service delivery for special education services is aligned with the instructional

program to the extent permitted by law, mission and charter of INSPIRE, CUSD will inform all CUSD staff assigned to INSPIRE of the charter and mission of INSPIRE. INSPIRE also reserves the right to request the reassignment of any member of CUSD's special education staff assigned to INSPIRE if the INSPIRE Principal determines they are not performing the responsibilities of his/her position satisfactorily and in accordance with this MOU. The process to be used by the INSPIRE Principal shall be the same process used by other principals of CUSD, in accordance with collective bargaining agreements. Progressive discipline will be employed if appropriate, and the INSPIRE Principal agrees to notify and meet with the CUSD DES to determine the best course of action for both CUSD and INSPIRE. In return, the CUSD DES agrees to notify the INSPIRE Principal of all action taken by CUSD to remedy the situation in a timely manner. It is understood that all individuals in the special education team are employees of CUSD and this agreement will not obstruct the rights of the personnel employed by CUSD set forth in CUSD's collective bargaining agreements. INSPIRE will provide the CUSD employees with appropriate workspace and working conditions.

12, Payment for Services, Special Education Encroachment and Oversight Fees

INSPIRE and CUSD agree that monthly transfers will be made to CUSD with respect to Administrative Services and Indirect Cost charges as outlined in Sections D and E above.

Special Education Encroachment costs will be transferred quarterly to CUSD. Attachment A provides the formula by which each year's Special Education encroachment is calculated. It also provides the calculation, which determines the INSPIRE share of the annual encroachment. Encroachment will be calculated and billed in the budget year based on the prior year Estimated Actuals. One-quarter (1/4) of the annual amount calculated in Attachment A will be transferred to CUSD each quarter of the budget year, i.e., September 30<sup>th</sup>, December 31st, April 30th and June 30th of each year.

CUSD will close its books in early October of each year at which time reconciliation will be completed determining the actual amount of the Special Education encroachment. The amount that was transferred to CUSD during the preceding year will be deducted from the actual amount of the INSPIRE share to determine the net adjustment. The net amount will be added to or subtracted from the December quarterly transfer for the budget year.

INSPIRE and CUSD agree to use the Dispute Resolution Process outlined

in the INSPIRE Charter to reach agreement over any contested charges if there are any. INSPIRE reserves the right, as supported by law, to request that CUSD provide additional supporting documentation to substantiate any fees or costs should the costs exceed the agreed upon costs in this agreement.

G. Insurance

1. General & Excess Liability

Inspire, at its expense, shall procure and maintain throughout the term of this Agreement General Liability insurance with a minimum per occurrence limit of \$15,000,000 and the deductible/self-insurance retention shall not exceed \$10,000. Insurance shall include coverage for claims against INSPIRE, its elected or appointed officials, employees, agents, volunteers and students (interns while acting on behalf of INSPIRE) arising out of errors and omissions, abuse and molestation, and employment practices liability. The policy or policies shall name as additional insured/additional covered party CUSD, its elected or appointed officials, employees, agents and volunteers. The policy or policies shall provide that this insurance shall be primary with respect to any liability or claimed liability arising out of the performance or activities by INSPIRE under this Agreement or INSPIRE's use of the Premises, and that any insurance procured by CUSD, its elected or appointed officials, employees, agents and volunteers shall be excess and shall not be called upon to contribute until the limits of the insurance provided hereunder shall be exhausted. CUSD is not responsible for personal property losses suffered by INSPIRE, its elected or appointed officials, employees, agents, volunteers or students.

2. Automobile Liability

INSPIRE shall maintain automobile liability insurance, including non-owned and hired coverage with a minimum per accident limit of \$15,000,000 for any injuries to persons (including death therefrom) and property damage in connection with the INSPIRE's activities under this Agreement.

3. Property Insurance

CUSD shall maintain, for the duration of this Agreement, all-risk real property coverage adequate to cover the replacement cost of all buildings



on the Premises and those other facilities to which INSPIRE may have access under this Agreement. INSPIRE shall be solely responsible for obtaining adequate personal property or contents insurance for INSPIRE's personal property located on the Premises or elsewhere. In addition, INSPIRE is solely responsible for their building improvements. CUSD shall be solely responsible for obtaining adequate personal property or contents insurance for CUSD's personal property located on the Premises or elsewhere.

4. Workers' Compensation

INSPIRE is to procure and maintain, for the duration of this Agreement, Workers' Compensation insurance against claims for injuries to the INSPIRE's employees in accordance with such insurance as required by the State of California Labor Code and Employers Liability coverage.

5. Proof of Insurance

INSPIRE shall furnish CUSD with original certificates and amendatory endorsements affecting coverage required by this Agreement and naming CUSD, its elected or appointed officials, employees, agents and volunteers, as additional insureds. All certificates and endorsements are to be received and approved by CUSD before commencement of any activities under this Agreement. However, failure to do so shall not operate as a waiver of these insurance requirements CUSD reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Agreement at any time.

H. Human Resources Management

1. All certificated and credentialed staff working at INSPIRE are employees of INSPIRE, except as set forth in Section F ("Special Education"). INSPIRE shall have sole responsibility for employment, management, salary, benefits, dismissal and discipline of its employees. However, as provider of INSPIRE's business services, CUSD will process and send paychecks to employees.
2. INSPIRE will be considered the public school employer pursuant to the Educational Employment Relations Act.
3. INSPIRE agrees to comply with applicable federal statutory and regulatory requirements for highly qualified teachers and paraprofessionals used for instructional support as set forth in NCLB.

I. Educational Program

1. Subject to CUSD oversight and compliance with its Charter and applicable state and federal law, including, without limitation, NCLB, IDEA, state law on the education of students with disabilities, state law on the LCAP requirements, and Section 504, INSPIRE is autonomous for the purposes of, among other things, deciding INSPIRE's educational program with the understanding that the educational program shall comply with the Charter.
2. INSPIRE's calendar and daily agenda shall be submitted annually to CUSD for review and verification of compliance with instructional day and minutes requirements. Any calendar changes will be provided to CUSD by March 1 prior to the beginning of a new school year.
3. It is understood that INSPIRE shall meet or pursue the Adequate Yearly Progress (AYP) provisions and other applicable accountability provisions of Title I, Part A of NCLB.

J. Facilities. INSPIRE shall comply with Education Code Section 47610 and 47610.5 by utilizing facilities that are compliant with the Field Act, facilities that are compliant with the State Building Code, or a facility that is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government. The facilities shall meet the requirements of the Americans with Disabilities Act and shall be approved by the local fire marshal for the use intended. INSPIRE agrees to allow testing sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. INSPIRE shall conduct fire drills monthly as required by California Education Code 32001 and shall maintain records of such drills. INSPIRE shall not establish more than one site or facility without seeking material revision of its Charter document from CUSD's Board. As long as INSPIRE remains an indirect funded charter under the auspices of CUSD with an agreed upon, standardized percentage fee paid to CUSD, the district will provide facilities to INSPIRE based on yearly enrollment projections and staffing ratios under the payment schedule set forth in section E of this Agreement. A separate, annual agreement will be required for utilization of said facilities.

K. Renewal. The parties recognize that once INSPIRE has been operating for four years, it will be required to meet the academic performance criteria as set forth in Education Code section 47607(b) as a condition for renewal unless this requirement is changed by the Legislature. If INSPIRE intends to apply for a renewal of its charter, it must submit its petition no later than six (6) months in advance of the end of its current term. INSPIRE must satisfy all applicable legal criteria for renewal with respect to its academic performance, fiscal condition, and other applicable areas of operation, in order to be renewed. ~~In addition to~~

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~~satisfying all applicable legal criteria, INSPIRE must be able to demonstrate that it is fiscally sound and has operated in full compliance with its Charter and this MOU in order to be renewed.~~

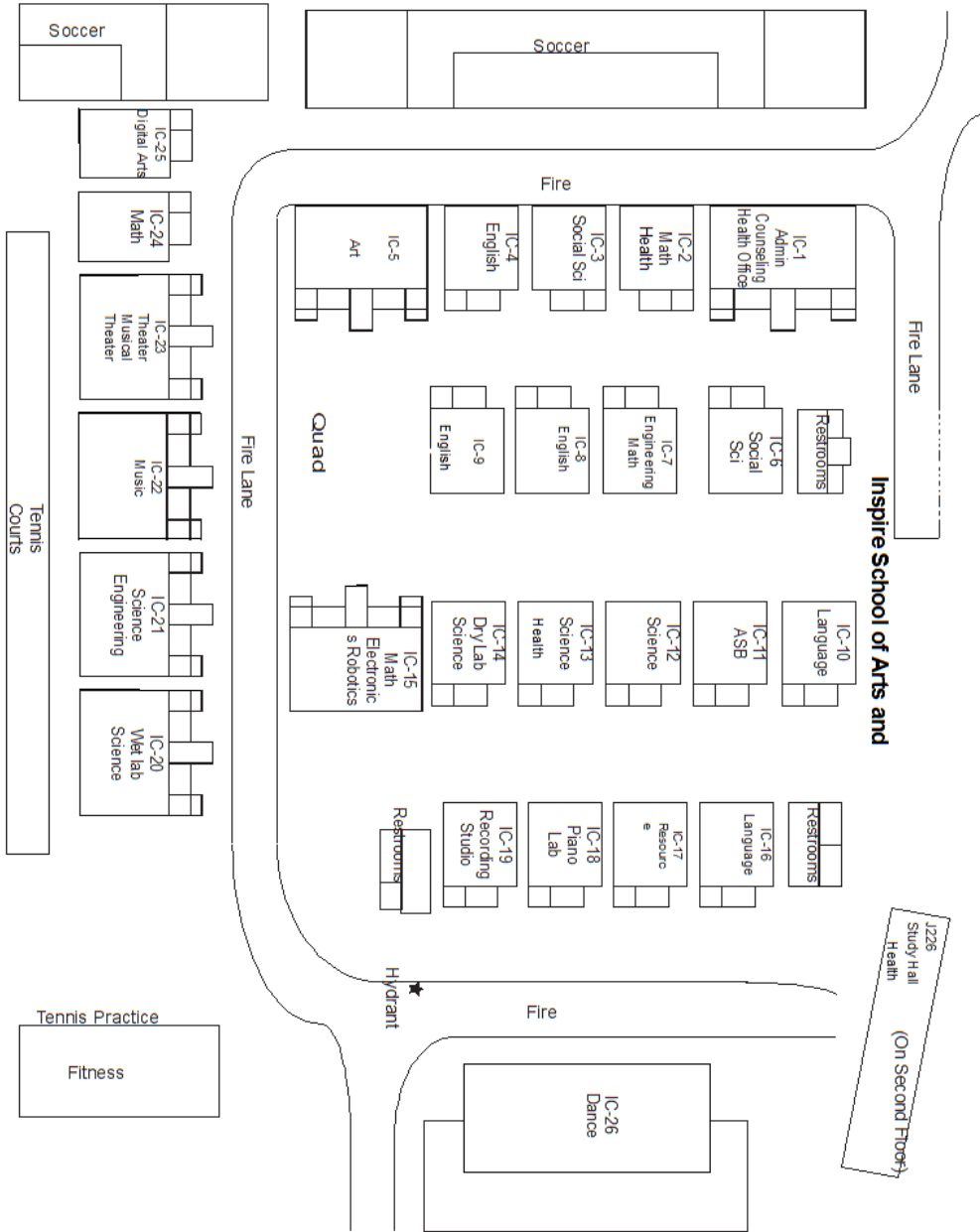
- L. Response to Requests. Pursuant to Education Code Section 47604.3, INSPIRE shall respond promptly to all reasonable written requests of CUSD.
- M. Legal Counsel. INSPIRE shall retain the right to use its own legal counsel and will be responsible for procuring such counsel and associated costs.
- N. Enrollment of Expelled Students. Neither INSPIRE nor CUSD shall be obligated to accept enrollment of any student who has been expelled from the other entity during the term of the expulsion except as may be required by federal or state law.
- O. Provision of Documents. With both parties understanding that some state, federal and county documents directed toward INSPIRE may be mailed to CUSD, CUSD agrees to pass on such documents and forms to INSPIRE in a timely manner, so it may complete its legal obligations. INSPIRE has full responsibility for the forms and documents it receives directly and those which it must access on the internet on its own.
- P. Non-Assignment. Neither party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party. The replacement of INSPIRE with any nonprofit corporation or other operating body or governance structure shall be treated as a material revision of the Charter, subject to the review and approval of CUSD pursuant to applicable provisions of the Education Code.
- Q. Severability. If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.
- R. Reimbursement of Mandated Costs. INSPIRE shall seek reimbursements of its mandated costs, if any, directly from the State.

This represents the full and final agreement between INSPIRE and CUSD and shall only be modified in writing by the mutual agreement of the parties.

Dated: \_\_\_\_\_

John Bohannon, Director, Alternative Education  
Chico Unified School District

Dated: 7/6/2015  
~~Eric Nilsson~~ Jerry Crosby, Principal  
Inspire School of the Arts and Sciences



J226  
Study Hall  
Health  
(On Second Floor)



## Daily Bell Schedule

2016-17

### **MONDAY/WEDNESDAY BELL SCHEDULE (A-DAYS)**

<b>Period 1</b>	8:00	-	9:20
<b>Period 2</b>	9:25	-	10:47
<b>Period 3</b>	10:52	-	12:12
<b>Lunch</b>	12:12	-	12:56
<i>Freshman check-in</i>	12:30	-	12:40
<b>ADVISORY</b>	1:01	-	1:35
<b>Period 4</b>	1:40	-	3:00

### **TUESDAY/THURSDAY BELL SCHEDULE (B-DAYS)**

<b>Period 5</b>	8:00	-	9:20
<b>Period 6</b>	9:25	-	10:47
<b>Period 7</b>	10:52	-	12:12
<b>Lunch</b>	12:12	-	12:56
<i>Freshman check-in</i>	12:30	-	12:40
<b>Period 8</b>	1:01	-	2:21
<b>ADVISORY</b>	2:26	-	3:00

### **FRIDAY BELL SCHEDULE (ROTATING A/B DAYS)**

<b>Period 1/5</b>	8:00	-	9:20
<b>Period 2/6</b>	9:25	-	10:47
<b>Period 3/7</b>	10:52	-	12:12
<b>Lunch</b>	12:12	-	12:56
<i>Freshman check-in</i>	12:30	-	12:40
<b>Period 4/8</b>	1:01	-	2:21
<b>EARLY DISMISSAL</b>			

### **FINAL EXAM SCHEDULE**

(Dec 19-21 2016, June 2-June 6, 2017)

<b>Day 1:</b>	Period 1	8:00	-	9:20
	Period 2	9:25	-	10:47
	Period 3	10:52	-	12:12
<b>Day 2:</b>	Period 4	8:00	-	9:20
	Period 5	9:25	-	10:47
	Period 6	10:52	-	12:12
<b>Day 3:</b>	Period 7	8:00	-	9:20
	Period 8	9:25	-	10:47
	Advisory	10:52	-	12:12

Inspire School of Arts & Sciences

2016-2017

Academic Year Calendar



July-16

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October-16

Su	M	Tu	W	Th	F	Sa
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23	24	25	26	27	28	29
30	31					

November-16

Su	M	Tu	W	Th	F	Sa
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24	25	26	27	28	29	30

August-16

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September-16

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February-17

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March-17

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December-16

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January-17

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30	31					

June-17

Su	M	Tu	W	Th	F	Sa
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July-17

Su	M	Tu	W	Th	F	Sa
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24	25	26	27	28	29	30
31						

April-17

Su	M	Tu	W	Th	F	Sa
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24	25	26	27	28	29	30

May-17

Su	M	Tu	W	Th	F	Sa
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August-17

Su	M	Tu	W	Th	F	Sa
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31						

September-17

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

October-17

Su	M	Tu	W	Th	F	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	A Days
	B Days
	No School
	Finals
	Last Day of School

**FALL SCHEDULE**  
 A days - 46  
 B days - 40

**SPRING SCHEDULE**  
 A days - 46  
 B days - 47

Note alternating Friday exceptions:  
 Aug 26, Dec 16, Jan 19, May 19

Total days in Fall semester = 85  
 Total days in Spring semester = 97  
 8.5.16 - current

FY 2016-2017 Instructional Minutes Worksheet

Chicago Unified School District

Inspire School of Arts and Sciences

INPUT CELLS IN BLUE TEXT

Regular Days		Grade 9 - 12
Start time		8:00 AM
End time		3:00 PM
Number of Hours		7:00
Total Number of Minutes		420
Less recesses		0
Less Lunch		44
Actual daily instructional Min		376
Number of Regular Days		138
Annual Minutes for Regular Days		51,888

Shortened Days		Grade 9 - 12
Start time		8:00 AM
End time		12:12 PM
Number of Hours		4:12
Total Number of Minutes		247
Less recesses		0
Less Lunch		0
Actual daily instructional Min		247
Number of Regular Days		1
Annual Minutes for Regular Days		247

Testing Days		Grade 9 - 12
Start time		8:00 AM
End time		3:00 PM
Number of Hours		7:00
Total Number of Minutes		420
Less recesses		0
Less Lunch		44
Actual daily instructional Min		376
Number of Regular Days		2
Annual Minutes for Regular Days		752

Collaboration Days		Grade 9 - 12
Start time		8:00 AM
End time		2:21 PM
Number of Hours		6:21
Total Number of Minutes		381
Less recesses		0
Less Lunch		44
Actual daily instructional Min		337
Number of Collaboration Days		32
Annual Minutes for Collaboration Days		10,784

Finals Schedule		Grade 9 - 12
Start time		8:00 AM
End time		12:12 PM
Number of Hours		4:12
Total Number of Minutes		247
Less recesses		0
Less Lunch		0
Actual daily instructional Min		247
Number of Final Days		6
Annual Minutes for Regular Days		1,482

Total Annual Instructional Min.		65,964
Total Number of Days		180
Regular Minutes		64,000
++ Over/Under		764



## Inspire School of Arts and Sciences

2016-2017

### Student Class Schedule

Student#	Last Name	First Name	Middle Name	Student ID	Sex
#					M

Per	Sem	MTWTF	Sec#	CrslD	Course Title	Tch#	Teacher Name	Room
0	Y	MTWTF	0900		87501 HealthEdCyberHi	#	Higbee, L	
1	Y	A-DAYS	0115		23002 French 2-P	#	Holcomb, D	
2	Y	A-DAYS	0204		26104 Chemistry-P	4	Gunderson, S	
3	Y	A-DAYS	0305		22503 American Lit-P	#	Kauffman, S	
4	F	A-DAYS	0511		99516 Film & Fiction	#	Kauffman, S	
4	S	A-DAYS	0523		99516 Film & Fiction	#	Kauffman, S	
5	Y	B-DAYS	0505		94038 Cmptr Sci/Sftwr	4	Gunderson, S	
6	Y	B-DAYS	0118		24543 Integ Math 3-P	#	Kauffman, A	
7	F	B-DAYS	0727		20019 Study Hall	#	Holcomb, D	
7	S	B-DAYS	0715		20019 Study Hall	#	Holcomb, D	
8	Y	B-DAYS	0811		26704 US History-P	3	DelaTorre, M	
9	Y	MTWTF	0910		29003 Advisory	#	Kauffman, S	

## Three-Tiered System of Academic Support

# Academic Support

- Modification
- Accommodations
- Replacement Core
- Resource Services
- Consult Services
- Referral to Alt. Ed.

**Tier 3: Specialized**

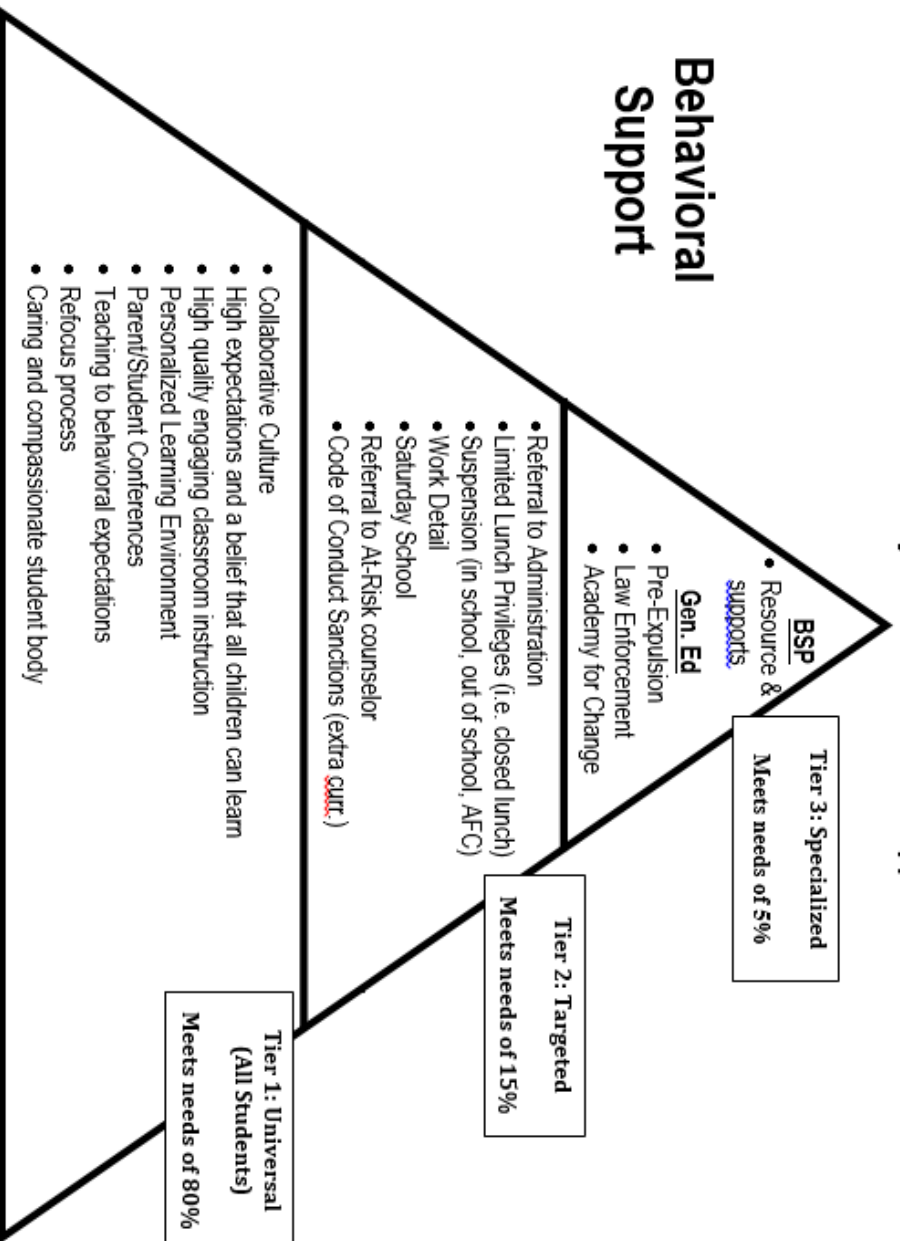
- Progressive Intervention Program (PIP)
- Student Study Team (SST)
- Study Hall Course
- Referral to 504 Plan or IEP Evaluation

**Tier 2: Targeted**

**Tier 1: Universal  
(All Students)**

- Collaborative Culture
- High academic expectations
- A faculty and staff that believe all children can learn
- Monday tutorial (during advisory)
- Short Intervention Program (SIP)
- Minute to minute assessment strategies (Assessment for Learning)
- Clear and accessible learning targets for every unit
- High quality instruction requiring a depth of knowledge (ABEO)
- Required Freshman course (Health and Study Skills)

### Three-Tiered System of Behavioral Support



# Intervention Ocean



## Advisory & Health / Study Hall Skills

Cognitive Awareness  
Developmental Awareness  
Soft Skills

- Organization
- Note-Taking
- Time Management



## Jumped off the Boat

### Short Intervention Program (SIP)

#### 1. Extra Study Hall w/ Support

- A. Phone home
- B. During Advisory Tuesday--Thursday
- C. Student stays until work is caught up
- D. Return to Advisory upon work completion (back in the Boat)

#### 2. Criteria

- A. Under a "C"
- B. Underperforming
- C. Missed work that week
- D. In Danger of Failing
- E. Missing Essential Assignments
- F. Low Test Scores

## Classroom Practices

- |                 |                |                   |
|-----------------|----------------|-------------------|
| AFL             | Best Practices | Re-Teaching       |
| Peer Tutors     | Grouping       | Call's Home       |
| Differentiation | One on One     | Production Checks |

## Administration Counselors Teachers



## Deep Water

### Progressive Intervention Program (PIP)

#### 1. Ongoing over time

- A. Set Individual Academic Plan
- B. Students in plan for sustained periods
- C. Weekly Check-in with Mentor
- D. Level 2 - Required Parent meeting(s)

#### 2. Criteria

- A. Credit Deficient (per year)
- B. Multiple Failures
- C. Underperforming (GPA)



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# Short Intervention Program (SIP)

## Overview of Responsibilities of Resource Staff:

- Email NEW referral sheet using OneDrive every Monday
- Provide Advisors with a SIP list
- Monitor and track referred students during Advisory Intervention
- Provide students with information and academic support
- Release Students back to Advisory upon completion of assignments
- Collect Completed Assignments and distribute to teacher boxes



## Overview of Responsibilities of Referring Teachers:

- Enter referred student's information into One Drive sheet
- Regularly check teacher boxes
- Communicate issues and / or insights with Kim

## Overview of Responsibilities of Advisors:

- Monday:
  - Check-in individually with SIP students
  - Provide a quiet and productive working environment
- Tuesday – Thursday:
  - Send referred students directly to SIP each day
  - If students are in SIP, mark them absent (even if students checked in to advisory)
- Track student SIP passes (students are permitted to return to Advisory only after earning a SIP release pass)
- Positively reinforce students which successfully return to Advisory!

## Summarized Overview of SIP Procedure

1. SIP staff will provide OneDrive SIP referral sheet.
2. Teachers access OneDrive through email and input student information.  
\*\*\*Note that all students must be referred (on list) by Thursday. Teachers will not have access to edit the list after this time.
3. The week's finalized referral list will be emailed to all advisors and a hard copy will be put into Advisor boxes by the following Monday.
4. Monday, advisors support SIP students in tutorial, increasing the opportunity for students to completely Skip the SIP
5. Tuesday, Skip the SIP table during the first ten minutes of lunch
6. Tuesday – Thursday: Students go directly to respective SIP rooms (IC-17, IC-18, J226) with all their belongings, and SIP staff will track attendance with Lisa.  
\*\*\*If students forget or go to advisory first, please simply redirect them, and always mark students absent (This is the only way to track cuts).
7. Procedure in Resource room:
  - a. Students Sign-in.
  - b. Students work on missing assignments referenced in referral list.
  - c. If a student is unprepared and does not have the necessary assignment(s), he/she will sit quietly in his/her seat and return the next day with the expectation that he/she will acquire and/or bring the assignment(s) the following day.
  - d. Students will return to SIP each day until all assignments have been completed.
  - e. ALL assignments are turned-in directly to SIP Staff (or Office SIP Box Fri./Mon.).  
\*\*\*This includes assignments that may have been completed over the weekend.  
Students referred to SIP must get clearance from SIP Staff to return to Advisory, and their respective assignments are their pass out.
  - f. Upon completion, SIP Staff will send student back to advisory with SIP pass.
8. SIP Staff will then place completed assignments in teacher boxes.



## Week of September 26th, 2016

ID Number	Referring Teacher	Subject	A
57484	Travers, D.	Government	CN Ch 5.1, 5.2, 5.3, 5.4
57820	Travers, D.	Government	CN Ch 5.1, 5.2, 5.3, 5.4
57875	H	2D Animation	Assignment 3: Getting to know the Warm-Up 2: Gesture Drawing Assignment 4: Creating
58167	Travers, D.	Government	CN Ch 5.1, 5.2, 5.3, 5.4
58167	Travers, D.	World History	Personal/World Timeline and DBQ 11
58198	Travers, D.	World History	Personal/World Timeline and DBQ 11
59207	Holcomb, L.	0	L1 Quiz de Grammaire 1.1 ,L1 Quiz de Grammaire 1.2, L1 Quiz de
59533	Marcy. D.	Math 2	Quiz 5 9/9
59588	Marcy. D.	Math 1	Quiz 7 9/22
59949	Marcy. D.	Math 1	Quiz 7 9/22
60144	H	Digital Photography	Assignment 1: History of Imaging Assignment 2: Timeline History of Assignment 3: The Physics of Assignment 4:
60144	Marcy. D.	Math 1	Quiz 7 9/22
60733	Travers, D.	World History	DBQ 11
61991	Marcy. D.	Math 2	Quiz 7 9/15
62110	Gunderson,	Chemistry	Percent Composition of a Mixture lab
62110	Travers, D.	World History	DBQ 11
62135	H	Advanced Audio & Video	Assignment 4: Brainstorming
62135	Travers, D.	World History	DBQ 11
62157	Reynolds, D.	Math 3	HW #'s 80, 82-87 Quiz 9/20 based on #80 HW #'s 90-93, 95, 99 Quiz 9/22 based on #91
62179	Kauffman, S.	English	My Last Duchess Summative Assessment Students need to come see me to
62263	Kauffman, S.	English	My Last Duchess Summative Assessment Students need to come see me to

# Progressive Intervention Program (PIP)

## Overview of Responsibilities of PIP Staff:

- Identify students in need of greater level of intervention (PIP)
- One-on-one meeting with student: Set goal(s) and develop a plan
- Connect student with an academic advisor (generally, S. Hall instructor)
- Input all PIP Plan and Goals into to Aeries for school wide and parent access
- Provide a copy of Enrollment Agreement with:
  - Councilors
  - Administration
  - Academic Advisor
  - Grade Advisor
- Provide Academic Advisor with student tracking forms
- Follow-up meeting with student for long-term planning

## Overview of Responsibilities of Academic Advisors:

- Check-in with student once a week and grade check (Mon. / Tue.)
- Enter progress notes into Aeries
- Place student tracking form in Kim's box when recommending a student exit PIP due to progress in goal accomplishment
- Wednesday update with PIP staff

## Overview of Responsibilities of Teachers:

- Support students enrolled in PIP
- Open lines of communication
  - Student Progress
  - Concerns
  - Insights



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## Summarized Overview of PIP Procedure

9. PIP staff identify students to be referred
10. Generate PIP list(s) and Notices go out Monday to students
11. Monday Auto Dialer – Pair with home support
12. Set meetings
  - a. Castillo (9<sup>th</sup> – 11<sup>th</sup>)
    - i. Tuesdays – Initial/Enrollment Meetings
      1. “3 Minute Listen”
      2. PIP explained...The Why
      3. Set goals (clear & measurable)
      4. Make a plan for how to accomplish goals
      5. Pair Student with Academic Advisor
    - ii. Wednesdays – Check-in with Academic Advisors for PIP Student Exit recommendations and Progress
    - iii. Thursdays – Exit Meetings
      1. Check-in
      2. Positive reinforcement for success
      3. Phone call home to celebrate success
  - b. LaBar (12<sup>th</sup>): Student meetings as schedule permits
13. Subsequent Week
  - a. Lunch check-in begins
  - b. Students have a weekly check-in with Academic Advisor
14. Three-week follow-up meeting
  - a. Student had made significant progress and exit PIP
  - b. Student has made some progress and PIP is working – continue PIP Academic Advisor, discretion in dropping lunch check-in
  - c. Student fails to progress and a deeper level of intervention is necessary
    - i. Referred to Meeting with LaBar
    - ii. Parents are personally contacted
    - iii. Assess what the next steps will be
      1. SST
      2. Curriculum
      3. IEP / 504

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Level 1 "SIP"</b>	SIP (1 week)	SIP (2 weeks in a row)	SIP (3 weeks in a row)	SIP (SIP w/ Working)						
<b>Level 2 "PIP1"</b>			PIP 1: Initial	PIP 1	PIP 1	PIP 1	PIP 1	PIP 1	PIP 1	PIP 1
				Exit PIP	Exit PIP	PIP 1 & PIP 1: Follow up	Exit PIP			
<b>Level 3 "PIP2"</b>							PIP 2: Admin			
	<b>SIP</b>			<b>PIP 1: PIP Staff</b>				<b>PIP 2: Admin</b>		
								<b>SST</b>		
								<b>Curriculum (vertical, Inques)</b>		
								<b>Other Services</b>		

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>1. Friday: SIP Referral</li> <li>- Paced online</li> <li>- Auto Dealer Home</li> <li>2. Monday - Advisory Tutorial w/ SIP list</li> <li>3. Tuesday - Slip the SIP slide @ Lunch</li> <li>4. Thursday - Thursday: SIP Advisory and work complete and submitted</li> <li>- Quest rotation</li> <li>- Get thought to work on SIP assignments</li> <li>- Positive "How can I help you succeed message"</li> <li>- Incorporate Positive Reinforcement more consistently</li> <li>5. Transition to PIP</li> <li>- This week referrals in a ROW = PIP referral</li> <li>- Admin: Staff Referral</li> <li>- Progress Reports</li> </ul>	<ul style="list-style-type: none"> <li>1. Done Dist from Monday</li> <li>2. Grade Level Meeting for PIP</li> <li>- Site, Admin Meeting, &amp; Group Parent Meeting (Available one night per Month) and/or Individual Parent Meeting</li> <li>- 100% - 12th PIP Staff Meeting &amp; Group Parent Meeting Offered</li> <li>*** Parent "Chain" Strategized for Inquire Success w/ Admin &amp; Title home Strategies Packed</li> <li>1. Initial Meetings with PIP staff and/or Admin</li> <li>- What is PIP? Explain with Visual Poster</li> <li>- Why are we steering to see pattern (I can't see)</li> <li>- This is what I am hearing... "yes"</li> <li>- Ideas to hear your idea for improvement and then I would like to add how I think</li> <li>- See CLEAR, ATTAINABLE &amp; MEASURABLE goals</li> <li>4. Jobs and Goals entered into Admin &amp; Delivered ATTENDANT, Advisor, Counselor, &amp; Hall Dan, Home</li> <li>5. Love of Campus Lunch PRIVILEGE (begins following week)</li> <li>6. Weekly 5 Hall Checks (begins following week)</li> <li>- Mon./ Tue. - Document Grades with Teacher and quick chat</li> <li>- Exit PIP w/ Study Hall teacher recommendation 50%, -75% General Rule, but at their discretion (Pacer Grade Tracking Chart as Carolee list for Exit Meeting)</li> <li>7. Parent and/or Organizer</li> <li>8. Three Week PIP Meet/ Checks</li> <li>- Positive Reinforcement Call home for Improvement and/or Exit PIP</li> <li>- Referral to PIP 2: Admin for natural progress</li> </ul>	<ul style="list-style-type: none"> <li>1. Meeting with Laker</li> <li>2. PERSONAL Call Home</li> <li>3. Daily Planner Check-in set with Office (?)</li> <li>4. Continued Lunch Check-in (?)</li> <li>5. Continued one-on-one Study Hall Support</li> <li>6. Teacher Survey / Feedback</li> <li>7. Absentees</li> <li>- SST</li> <li>- Curriculum</li> <li>* Inquire course work</li> <li>* Balance course load</li> <li>- Other Services</li> <li>* EIP</li> <li>* SQA</li> <li>* Outside tutoring</li> <li>* Etc.</li> </ul>

**Chico Unified School District  
Inspire School of Arts and Sciences  
Absence  
1163 E. 7<sup>th</sup> St.  
Chico, CA 95928  
(530) 891-3090**

**Plan for Independent Study  
Contract for Pre-Arranged**

Name: ID #: Grade:

Address: City: Zip:

Phone (H):

DOB: School **Inspire School of Arts and Sciences**

Beginning Date: Ending Date:

Objectives

The following subject areas will be attempted during this contract. All course objectives will be consistent with the guidelines established in the district curriculum guides. Assignments and other papers are part of the master agreement. Student completion and evaluation will be recorded on this contract upon completion of terms of the contract.

**Class:** **Teacher:**

**Assignment description:**

**Due Date:**

PLEASE READ THE TERMS OF AGREEMENT AND SIGN BELOW

Student

I agree to meet with my teacher to establish assignments for this master agreement.

I will complete my assignments.

I will turn in all work assigned upon return according to the agreement made with each one of my teachers.

Parent/Guardian

As a parent/guardian/caregiver, I agree to be responsible in complying with all aspects of this agreement and supervise the work of my student. I understand that failure to do so may result in my student not being granted credit for attendance or the work agreed upon on this contract.

\_\_\_\_\_  
Student Signature    Date

\_\_\_\_\_  
Teacher Signature    Date

\_\_\_\_\_  
Parent/Guardian/Caregiver Signature          Date

\_\_\_\_\_  
Other Signature    Date

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Upon return, teacher will note here if contracted was completed.

Inspire School of Arts & Sciences

Chico Unified School District

## **Independent Study Physical Education (ISPE) Master Agreement**

### **ISPE Syllabus 2016-2017**

#### **Supervision & Grading**

ISPE is supervised by each student's Advisor, coordinated by Jarrah Myles the Teacher of Record, and managed by Lisa Higbee in the Inspire Office. Performance Records (Yellow Log Forms) are due every 2 weeks and Written Assignments are due once a month to the Inspire Office. They will be reviewed for a pass/fail grade the following week and posted to Aeries (1 = Pass/0 = Fail) ISPE is a Pass/Fail (Credit/No Credit) class.

To pass students must submit Performance Records (Yellow Log Forms) for every two weeks showing 400(+) minutes of physical activity over 16 weeks for a total of 8 forms per semester, along with responses to each assignment every four weeks for a total of 4 assignments per semester. If a documented serious and compelling reason prevents completions within the designated timeframes, additional time will be granted at the ISPE Manager and Coordinator's discretion on a case by case basis. This means you must turn in everything **on time** to pass the class, unless you have proper documentation of why you could not complete your work. Otherwise **NO LATE ASSIGNMENTS WILL BE ACCEPTED**. We are asking for the minimum requirements so everything must be submitted on time to pass the class for credit.

If students are unable to complete the required assignments and physical activities due to a document serious and compelling reason, they will be given "no credit" and will need to re-enroll in the future.

#### **ISPE Process**

High School graduation requires a student to earn 20 credits through physical education activities that meet the California Standards for Physical Education. There are a variety of ways a student can accomplish the required credits. All must be connected to the standards. It is the student's responsibility to ensure that the activities follow the standards and are documented for the nature of the activity as well as the time invested. Listed below are the different processes by which the credits can be earned.

Credits will be earned by completing **written assignments**. There will be 8 written responses students will

need to turn in; 4 each semester. Students must complete assignments every 4 weeks. They must be turned in to the Inspire Office by 3:15PM on the date listed.

The majority of credits will be earned by students completing 400 minutes of **physical activity** every 2 weeks. This will be documented with the use of Performance Records (Yellow Log Forms) that must be signed off on by an adult who is not a student's parent or guardian. These Performance Records will be submitted every 2 weeks to the Inspire Office per the due dates list. Turning forms in early is highly encouraged! **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** Look for the last day for credit deadlines within this document.

*NOTE:*

- 1. To earn independent study PE credit all students must be enrolled in ISPE "0" Period. Check your schedule. If a Master Agreement is not submitted, students will be dropped for the semester.*
- 2. If students are in PE Dance classes at Inspire, they will not need to complete the ISPE packet.*
- 3. Students completing ISPE through the Chico State (CSUC ISPE), the program will maintain their Performance Records on site at Chico State & will conduct the written work in a different format. CSUC ISPE will appear as the students "0" Period. Students WILL need to sign a Master Agreement & the Release of Liability Form to Inspire.*

*The Complete ISPE Packet Should Include: the Syllabus/Master Agreement (if completed in the fall of 2016 this will be omitted in the spring packet), 4 Written Assignments, & the first Performance Records. (For those in the Chico State program only the Syllabus/Master Agreement and Liability Waiver are provided.) Additional Performance Logs will be available in the Inspire Office at any time during the school year.*

*If work is incomplete or not to a passing level, students have 1 week from the due date to redo a Written Assignment or amend a Performance Record for credit – This will be at the Manager's discretion if the work was originally turned in on time.*

*Students will be required to attend one mandatory ISPE orientation meeting. For the fall these meetings will be held Monday, August 29th: returning students at lunch (12:30), new students during advisory (1:05), seniors after school (3:05). All meetings will be held in IC-26. Spring Semester Orientations will be Monday, Jan. 23rd.*

### **Objectives, Methods of Study, Methods of Evaluation, and Resources:**

The student is to complete the subjects/courses listed below. Subject/course objectives reflect the curriculum adopted by Inspire's Foundation Board and are consistent with the District and State Content Standards as outlined in Inspire's subject/course descriptions. The specific objectives,

methods of study, methods of evaluation, and resources for each assignment covered by this agreement will be described in course contracts and assignment sheets which are considered to be part of this agreement.

**Subjects/Courses Enrolled:**

Subjects/Courses Course Value/Credit *Physical Education Ten (10) credits: five (5) per semester*

**Reporting:**

The student is required to submit ISPE records and written work as scheduled.

Manner of Reporting: Student will submit Performance Records with 400 minutes recorded per time card, every two weeks and written homework assignments to Lisa Higbee in the Main Office, every four weeks.

**Assignments:**

According to the Chico Unified School District Board Policy for grades 9 through 12, the maximum length of time allowed between the time the assignment is made and the date the assignment is due is four (4) weeks unless a prior exception

is made in accordance with the Inspire Foundation Board Policy and after three (3) missed assignments during the time of this agreement, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

The student will be allowed to miss up to 200 minutes of PE total per semester without providing explanation. If the student misses PE time due to illness, he/she must submit a doctor's note. If the student sustains an injury that prevents physical activity, he/she must provide a doctor's note specifying how long the student needs to refrain from physical activity.

Students will not be allowed to miss any written assignments. NO LATE WORK WILL BE ACCEPTED.

Note that this course is for Pass/Fail credit only. If the student fails to meet any single requirement, the student will receive a failing grade for the class. Inspire has asked students to complete the minimum requirements for the state and if even one task is incomplete or late students are not completing the minimum work for a passing grade.

### **Equitable Provision of Resources and Services:**

The independent study option is to be substantially equivalent in quality and quantity to classroom instruction, and a student who chooses to engage in independent study is to have equality of rights and privileges with students in the regular school program.

#### **Fall Semester Session Dates: NO LATE WORK WILL BE ACCEPTED**

Master Agreement & Contract		Due: 9/1/16
ISPE Chico State students must also return the Release of Liability Form		
Session 1 Yellow Performance Record:	8/18/16 – 8/31/16	Due: 9/1/16
(Back of yellow Performance Record must also be filled out)		
Session 2 Yellow Performance Record:	9/1/16 – 9/14/16	Due: 9/15/16
	<i>Written Assignment #1</i>	<i>Due: 9/15/16</i>
Session 3 Yellow Performance Record:	9/15/16 – 9/28/16	Due: 9/29/16
Session 4 Yellow Performance Record:	9/29/16 – 10/12/16	Due: 10/13/16
	<i>Written Assignment #2</i>	<i>Due: 10/13/16</i>
Session 5 Yellow Performance Record:	10/13/16 – 10/26/16	Due: 10/27/16
Session 6 Yellow Performance Record:	10/27/16 – 11/9/15	Due: 11/10/16
	<i>Written Assignment #3</i>	<i>Due: 11/10/16</i>
Session 7 Yellow Performance Record:	11/10/16 – 11/30/16	Due: 12/1/16
Session 8 Yellow Performance Record:	12/1/16 – 12/14/16	Due: 12/15/16*
	<i>Written Assignment #4</i>	<i>Due: 12/15/16*</i>

\* Grades are posted during Winter Break so all work must be submitted before the end of the semester to receive a passing grade. **Fall 1 Week Window for Late Work:** Session 1 - 9/8/16, Session 2 & *Written Assignment #1* - 9/22/16, Session 3 - 10/6/16, Session 4 & *Written Assignment #2* - 10/20/16, Session 5 - 11/3/16, Session 6 & *Written Assignment #3* - 11/17/16, Session 7 - 12/8/16, Session 8 & *Written Assignment #4* - 12/16/16. If items are turned in after these deadlines students will not pass ISPE for the semester.

#### **Spring Semester Session Dates: NO LATE WORK WILL BE ACCEPTED**

Master Agreement* & Contract*		Due: 1/19/17
<i>*Only needed if new this semester</i> ISPE Chico State students must return the		
Release of Liability Form* Session 1 Yellow Performance Record:	1/19/17 – 2/1/17	Due: 2/2/17
(Back of yellow form filled out)		
Session 2 Yellow Performance Record:	2/2/17 – 2/15/17	Due: 2/16/17
	<i>Written Assignment #1</i>	<i>Due: 2/16/17</i>
Session 3 Yellow Performance Record:	2/16/17 – 3/1/17	Due: 3/2/17
Session 4 Yellow Performance Record:	3/2/17 – 3/22/17	Due: 3/23/17
	<i>Written Assignment #2</i>	<i>Due: 3/23/17</i>
Session 5 Yellow Performance Record:	3/23/17 – 4/5/17	Due: 4/6/17
Session 6 Yellow Performance Record:	4/6/17 – 4/19/17	Due: 4/20/17
	<i>Written Assignment #3</i>	<i>Due: 4/20/17</i>
Session 7 Yellow Performance Record:	4/20/17 – 5/3/17	Due: 5/4/17
Session 8 Yellow Performance Record:	5/4/17 – 5/17/17	Due: 5/18/17
	<i>Written Assignment #4</i>	<i>Due: 5/18/17</i>

NOTE: Due dates all fall on Thursdays following the week of completing minutes and should be turned into Lisa in the Inspire Office no later than 3:15PM. Turn work in early if possible.



**Spring 1 Week Window for Late Work:** Session 1 - 2/9/17, Session 2 & *Written Assignment #1* - 2/23/17, Session 3 - 3/9/17, Session 4 & *Written Assignment #2* - 3/30/17, Session 5 - 4/13/17, Session 6 & *Written Assignment #3* - 4/27/17, Session 7 - 5/11/17, Session 8 & *Written Assignment #4* - 5/25/17. If items are turned in after these deadlines students will not pass ISPE for the semester.

### **Suggested Course of Study, activities to meet the Physical Education Standards**

The activity does not have to be responsive to all these suggested standards, but should attempt to include as many as is possible. An individual's physical fitness plan should be responsive to that individual's personal fitness needs. At the high school level self-determination of what is needed is an important facet.

### **Goals for Students (to be used in filling out the back of each semesters Session 1 Performance Record – “Standards**

#### **Justification Statement”) – Back of Yellow Log Form #1**

The ultimate goal of high-quality, standards-based physical education instruction is to prepare every student for a lifetime of physical activity, health, and well-being. To achieve this goal, students:

1. Develop competency in movement and motor skills.
2. Develop competency when combining movement or motor skills.
3. Understand how movement and motor skills should be performed based on biomechanical principles.
4. Understand how to improve their movement and motor skills.
5. Understand game tactics and demonstrate their use in game settings.
6. Understand developmentally appropriate movement and motor skills.
7. Develop a healthy level of flexibility, muscular strength and endurance, body composition, and cardio- respiratory endurance.
8. Participate regularly in physical activity.
9. Understand the benefits of regular physical activity.
10. Understand how to create a personal fitness plan.
11. Demonstrate appropriate social skills in a physical activity setting.
12. Demonstrate appropriate personal responsibility skills in a physical activity setting.

### **Finding Activities for completing ISPE**

The following information should be used as a basic guide for creating a plan to earn Independent Study Physical Education credit. Each student should make an effort to realistically improve their overall fitness as well as develop personal practices for a lifetime of positive physical health.

### **ISPE Process**

Listed below are the different processes by which the physical activity credits can be earned:

- A. Afterschool CSU, Chico Kinesiology Department Program Mondays & Wednesday. (See Page 5 for details)
- B. Enroll in a Inspire PE Dance 1, 2, 3, 4 or PE Dance Styles.
- C. Concurrent enrollment in Butte College or Chico State may provide access to appropriate PE activities. The student must develop a goal statement that justifies the course/activity with the required California State PE Standards. Registration as a concurrent enrollment student as well as a valid concurrent enrollment request form must be submitted and approved.

- D. Some team activities can fulfill the PE requirements. The student must submit a justification statement that connects the physical education standards with the activities engaged in by the team. Chico Area Recreation District, Youth Soccer, Martial Arts, and dance studio activities have the potential to be appropriate for earning PE credits.
- E. Sports Club courses and similar courses at the golf, tennis, dance, and bowling venues can fulfill the PE requirements. The student must submit a justification statement that connects the physical education standards with the activities engaged in by the course. Some examples of these types of activities are aerobics or spinning courses at a sports club, a karate course, golf, yoga, tennis or bowling lessons, or dance instruction.
- F. Students personally designed fitness program. Such as running, bike riding, hiking, etc...
- G. Use of private health club. The most difficult process to earn credits is the use of the general gym facilities in the sports clubs or colleges. A specific process must be followed in order to earn credits in this way. (Inspire has partnered with Chico Sports Club, In Motion, and other gyms to make this process easier.)
  - The student must engage the assistance of an expert (personal trainer) in developing a plan that is responsive to the Physical Education standards as well as providing for areas of personal improvement, i.e. upper body strength, weight loss, flexibility, cardiovascular capacity, etc. Typically this is available as a consultation service at the sports club. It may be a service as a part of the club's membership or it may have a nominal cost. Included in the plan should be a recommended schedule for implementation, i.e. frequency and duration of the activities. The goal statement, "plan" must be signed by the individual developing the plan.
  - When the student is engaged in the activities it is the student's responsibility to make sure the gym "floor supervisor" personnel are aware of the need for documentation of time invested following the plan. Each session the student must obtain the signature or initial of the individual monitoring that day's activity. A calendar or journal of the activities must be kept and submitted for credit. This is generally provided by the front desk.
  - For each 2 week session, the student must submit evidence of the time invested in physical education activity.
  - The student must submit a record of the assessment that measures improvement.
  - A written statement of the student's current status related to the goals pursued.
  - The credits will not be honored without the supporting justification and goal documentation as well as all appropriate signatures.

The documentation process and forms (Yellow Performance Records) are provided in this packet or available in the Inspire Office. Most Chico gyms will print a record of your gym time which can be stapled to your form.

**For all of these options, the student is required to:**

- **Write a "Standards Justification Statement":** Develop a justification statement that connects the activity to the required Physical Education Standards. (one per semester on the back of Performance Record 1; Find the "Goals for Students" on Page 3 of this document to help you write a "Standards Justification Statement") Answer the Question: How does the activity you do meet the PE standards?
- **Activity Improvement Measure:** The student must declare how the activity will be measured, some way in which improvement of the skills, physical capacities or other

benefit of the activity can be measured. (This is submitted once per semester on the back of Performance Record 1)

- **Performance Records:** A log of the activity must be submitted. It must be signed by the teacher, coach, or manager of the activity. (Specific forms (Yellow Performance Records) are provided for each 2 week session for a total of 8 each semester). Provide phone number contact by which the dates and times can be confirmed by Inspire staff. We do random checks throughout the semester to insure documents are valid.
- **Written Assignments:** 4 Written Assignments will be completed each semester. 20% of Physical Education credits through Independent Study must be earned through knowledge based learning of Life-Long Fitness.

**While there are many ways to meet the ISPE requirement here are methods unique to Inspire:**

**#1. Chico State Kinesiology Department** will provide 50+ Inspire students with Physical Education after school to meet their physical education requirements. Throughout the semester, students will be focusing on creating a physically active lifestyle through various fitness activities. Students were given a survey of activities they would like to see in a PE program and we have narrowed it to include, but not limited to the following: Rock Climbing, Yoga, Dance, Cardio Kickboxing, Ultimate Frisbee, Volleyball, Inline Skating, and Tennis. Students will also have the opportunity to participate in weekend clinics put on by various students and professionals in the Kinesiology Department. Students will create a personal fitness plan to meet their needs of becoming and staying physically active. Textbook areas covered will include: Fitness Components, Benefits of Physical Fitness and Physical Activity, Improving Specific Fitness Components, Basic Anatomy, Basic Nutrition, Weight Management, Body Type and Image and Addressing the Critical Consumer. Students will need to bring appropriate fitness attire to school on Mondays and Wednesday and will walk over to Chico State leaving Inspire campus by 3:05PM. Students will be dismissed from Chico State at 5:00PM & must be picked up no later than 5:05PM. This programs start dates will be announced via e-mail and school announcements.

*Please note that parents must contact Chico State PE teachers if a student is too ill to attend a class. Students can miss up to two (2) classes with a parent-verified excuse. If a student misses up to two (2) more than that, he/she must make up those classes with an activity designated by Chico State PE teachers. Any further absences will result in a failure to pass the class.*

**#2. Chico Sports Club & In Motion Fitness**

Check for special students rates and memberships, also many of the trainers are aware of Inspire's ISPE program and will help with individual fitness program design.

**#3. PE Dance Classes at Inspire**

This includes PE Dance 1, PE Dance 2, PE Dance 3, PE Dance 4, & PE Dance Styles.

Feel free to contact Inspire, 891-3090, for any additional information; we also have a file for additional ISPE resources.

**NOTE: If a student has concerns about Aeries grade reporting or a final grade either on their Progress Report or Semester Report Card, they will have two weeks from the posting date to submit a concern via e-mail to the teacher of record, Jarrah Myles, [jmyles@chicousd.org](mailto:jmyles@chicousd.org). At that time concerns will be reviewed and action will be taken accordingly.**

**Independent Study Physical Education (ISPE) CONTRACT & MASTER AGREEMENT**

Please return this Contract/Master Agreement to the Inspire Office within the first 2 weeks of the semester you begin the program. Thursday, September 1<sup>st</sup> & Thursday, January, 19<sup>th</sup>. (Only one contract needs to be submitted per school year)

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Alt Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Duration of Agreement: Two (2)

School Semesters Beg. Date: August, 18<sup>th</sup>, 2016 End Date: May 25<sup>th</sup>, 2017

One (1) School Semester (Fall) Beg. Date: August, 18<sup>th</sup>, 2016 End Date: Dec. 16<sup>th</sup>, 2016

One (1) School Semester (Spring) Beg. Date: Jan. 19<sup>th</sup>, 2017 End Date: May 25<sup>th</sup>, 2017

I have reviewed the attached information and understand the expectations of me for ISPE:

\_\_\_\_\_ Advisor: \_\_\_\_\_  
*Student's Clearly Printed Name*

\_\_\_\_\_ Date: \_\_\_\_\_  
*Student's Signature*

I have reviewed the above information and understand the expectations of my son/daughter:

\_\_\_\_\_ Phone Number: \_\_\_\_\_  
*Parent/Guardian's Clearly Printed Name*

\_\_\_\_\_ Phone Number: \_\_\_\_\_  
*Parent/Guardian's Signature*

**OFFICE USE ONLY:**

ISPE Teacher of Record (Jarrah Myles) Date: \_\_\_\_\_

## REGISTER ONLINE OR COMPLETE THIS FORM

CHICO UNIFIED SCHOOL DISTRICT STUDENT REGISTRATION      Grade \_\_\_\_\_ School Year \_\_\_\_\_

Start Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ CUSD ID# \_\_\_\_\_ SSID# \_\_\_\_\_

▶ Has your student ever been enrolled in Chico Unified School District public schools before?  Yes  No

**PLEASE PRINT - MUST USE STUDENT'S LEGAL NAME**

Student's Legal Last Name	Student's Legal First Name	Middle Name	Other Legal Name (if applicable)
Male <input type="checkbox"/> Female <input type="checkbox"/>	Birthdate	SS#	E-mail
Parent/Guardian Last Name	Parent/Guardian First Name	Home Phone	Cell Phone
Parent/Guardian Last Name	Parent/Guardian First Name	Home Phone	Cell Phone
Residence Address (check appropriate box)	City or Town	State	Zip
Mailing Address (if different)	City or Town	State	Zip

(P.S. Use or issue # & email parent)

**Must answer both questions below:**

**1. WHAT IS YOUR CHILD'S ETHNICITY?** (Please check one):  Hispanic or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)  Not Hispanic or Latino

**2. WHAT IS YOUR CHILD'S RACE?** (Please check up to five racial categories)

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

American Indian or Alaskan Native (100) (Persons having origins in any of the original people of North, Central or South America)

Chinese (201)       Cambodian (207)       Tahitian (304)

Japanese (202)       Hmong (208)       Other Pacific Islander (399)

Korean (203)       Other Asian (299)       Filipino/Filipino American (400)

Vietnamese (204)       Hawaiian (301)       African American or Black (600)

Asian Indian (205)       Guamanian (302)       White (700) (Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)

Laotian (206)       Samoan (303)

<p><b>PARENT EDUCATION</b> - Check the response that describes the highest education level of the <u>parent/guardian</u>.</p> <p>Mother    Father</p> <p><input type="checkbox"/> <input type="checkbox"/> Graduate Degree or Higher (10)</p> <p><input type="checkbox"/> <input type="checkbox"/> College Graduate (11)</p> <p><input type="checkbox"/> <input type="checkbox"/> Some College or Associate's Degree (12)</p> <p><input type="checkbox"/> <input type="checkbox"/> High School Graduate (13)</p> <p><input type="checkbox"/> <input type="checkbox"/> Not a High School Graduate (14)</p>	<p><b>Date student first attended school in the U.S.</b></p> <p style="text-align: center;">____/____/____ mm/dd/yyyy</p> <p><b>Date student first attended school in California</b></p> <p style="text-align: center;">____/____/____ mm/dd/yyyy</p>
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**BIRTHPLACE:** City: \_\_\_\_\_ State: \_\_\_\_\_ Country: \_\_\_\_\_

**U.S. Citizen:**  Yes  No      If born outside US and a US citizen, how did your child become a citizen:

Military     US Territory     Diplomatic     Other (explain)

PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM (Rev. 01/13)

**HOME LANGUAGE SURVEY: Indicate only one language (most frequently used) per line:**

Primary Language:  Only English  Other \_\_\_\_\_

1. What language/dialect does your son/daughter most frequently use at home? \_\_\_\_\_

2. Which language/dialect did your son/daughter learn when he/she first began to talk? \_\_\_\_\_

3. What language/dialect do you most frequently speak to your child? \_\_\_\_\_

4. Has your child ever been given the CELDT Test (CA English Language Development Test)?  Yes  No  I don't know

In which language do you wish to receive written communications from the school?  English  Spanish

**Residence - where is your child/family currently living?** (federally mandated by NCLB) - Please check appropriate box.

In a single family permanent residence (house, apartment, condo, mobile home)  In a motel/hotel (10)

Doubled up (sharing housing with other families/individuals due to economic hardship or loss)  Unsheltered (car/campsite) (12)

In a shelter or transitional housing program (10)  Other (15) (please specify) \_\_\_\_\_

**Parent/Guardianship Information (with whom the student lives) - check all that apply**

Father  Mother  Both  Step-Father  Step-Mother  Guardian  Foster/Group Home  Other \_\_\_\_\_

Is the above (checked) person (s) the student's LEGAL guardian?  Yes  No If No, please complete a "Caregiver Affidavit".

If there is a legal custody agreement regarding this student, please check one:  Joint Custody  Sole Custody  Guardian

**PLEASE COMPLETE INFORMATION BELOW FOR PARENT(S)/GUARDIAN WITH WHOM THE STUDENT LIVES:**

1.  Father  Step-Father/Guardian (check one) Full Name: \_\_\_\_\_

Employer: \_\_\_\_\_ City: \_\_\_\_\_ Daytime Phone#: \_\_\_\_\_

2.  Mother  Step-Mother/Guardian (check one) Full Name: \_\_\_\_\_

Employer: \_\_\_\_\_ City: \_\_\_\_\_ Daytime Phone#: \_\_\_\_\_

**DUPLICATE MAILING - If divorced/separated & joint custody allows duplicate mailing/information to be given to other parent, Please include their name, address, and phone number.**

Full Name: \_\_\_\_\_ Phone #: ( ) \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

MOST RECENT SCHOOL(S) ATTENDED:				
School	Address	Phone	Grade(s)	Date(s)
1				
2				
3				
4				

Are there psychological or confidential reports available from your child's former school?  Yes  No

Has your child been suspended?  Yes  No Has your child ever been expelled?  Yes  No

What special services has your child received? (please check all boxes that apply)

Special Education:  Resource (RSP)  Special Day Class (SDC)  Speech/Language  504

Other:  Gifted (GATE)  Remedial Math  Remedial Reading  Counseling  English Language Development

Help to improve attendance/behavior  Other (specify) \_\_\_\_\_

**SCHOOL-AGE SIBLINGS:**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

For Office Use Only: Proof of Birth Type: \_\_\_\_\_ Verified by: \_\_\_\_\_ Proof of Residence Type: \_\_\_\_\_ By: \_\_\_\_\_

**PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM (Rev: 01/13)**  
 The Chico Unified School District does not discriminate on the basis of race, color, national origin, sex, or disability.

HOME LANGUAGE SURVEY

Student Name \_\_\_\_\_ Date \_\_\_\_\_  
Grade \_\_\_\_\_ School \_\_\_\_\_  
Age \_\_\_\_\_ Teacher/Counselor \_\_\_\_\_

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.

Directions: Please fill in only one language on each line.

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 use most frequently to speak to your son or daughter? \_\_\_\_\_
4. Name the language most often spoken by the adults at home. \_\_\_\_\_

You have indicated on the Home Language Survey (HLS) that a language other than English is spoken in the home. \_\_\_\_\_  
Signature of parent/guardian

Students whose parents report a language other than English on the HLS are tested for English comprehension and speaking on a state-designated test of English language proficiency.

All students scoring less than "fluent" on any or all of these assessments are considered to be EL (English Learners) and must be placed in an appropriate language development program.

FOR REFUGEES ONLY: Alien No. (I-94): _____	Date of Entry into U.S.: _____	Country of Origin: _____
FOR IMMIGRANTS ONLY _____	Date of Entry into U.S.: _____	Country of Origin: _____

LS 77  
1068



Inspire School of Arts and Sciences

Student's Name: LAST \_\_\_\_\_ First \_\_\_\_\_ Grade \_\_\_\_\_ ID# \_\_\_\_\_

Birthdate: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Mailing Address \_\_\_\_\_ Apt/space \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Parent Email Address \_\_\_\_\_ Student Email Address \_\_\_\_\_

Living with (please circle): mother/stepmother father/stepfather guardian (relationship): \_\_\_\_\_

Father/guardian name: \_\_\_\_\_ Employer: \_\_\_\_\_

Work phone: \_\_\_\_\_ cell/pager: \_\_\_\_\_ Work hours: \_\_\_\_\_

Mother/guardian name: \_\_\_\_\_ Employer: \_\_\_\_\_

Work phone: \_\_\_\_\_ cell/pager: \_\_\_\_\_ Work hours: \_\_\_\_\_

If parent is not living with you: Parent name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

\*List persons(over 18) not living in the home that can come for or give permission for student to leave campus if parent unavailable.\*

1. Name: \_\_\_\_\_ Relationship \_\_\_\_\_ daytime Phone \_\_\_\_\_

2. Name: \_\_\_\_\_ Relationship \_\_\_\_\_ daytime Phone \_\_\_\_\_

3. Name: \_\_\_\_\_ Relationship \_\_\_\_\_ daytime Phone \_\_\_\_\_

Other children in family:

1. Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

2. Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_

**AUTHORIZATION TO TREAT MINOR**

I (We), the undersigned, parent, parents, or legal guardian of \_\_\_\_\_, a minor, do hereby authorize and consent to any X-ray examination, anesthetic, medical or surgical diagnosis and treatment and emergency hospital care which is deemed advisable by and is to be rendered under the general or special supervision of any member of the medical staff and emergency room staff licensed under the provisions of the medicine practice act and on the staff of any acute general hospital holding a current license to operate from the State of California Department of Public Health. It is understood that this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required, but is given to provide authority and power to render care which the aforementioned physician in the exercise of his best judgment may deem advisable. It is understood that effort shall be made to contact the undersigned prior to rendering treatment to the patient, but that any of the above treatment will not be withheld if the undersigned cannot be reached. This authorization is given pursuant to the provisions of Section 25.8 of Civil Code of California.

LIST OF RESTRICTIONS \_\_\_\_\_

ALLERGIES TO DRUGS OR FOODS \_\_\_\_\_

LIST ANY SPECIAL MEDICATIONS OR ANY MEDICAL CONDITIONS \_\_\_\_\_

Date of last TETANUS BOOSTER: \_\_\_\_\_

**IN CASE OF EMERGENCY AND PARENT OR GUARDIAN CANNOT BE REACHED, SCHOOL IS AUTHORIZED TO CALL:**

LOCAL DOCTOR \_\_\_\_\_ ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

LOCAL DENTIST \_\_\_\_\_ ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

INSURANCE COMPANY \_\_\_\_\_ POLICY # \_\_\_\_\_

I declare under penalty of perjury that the foregoing is correct.

SIGNATURE OF: \_\_\_\_\_  
Father (or) Mother (or) legal guardian

**Alphabetical**  
**Inspire Course Descriptions**  
**2016/17**

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**2D Animation**

**grades 9-12, year-long**

This course provides students with a basic understanding of the principles of animation and how they can be applied to hand-drawn and computer-generated work. Students will work individually as well as in production crews through the Pre, Pro and Post Production Processes to complete polished animated shorts. Students will learn to create fully-realized animated content with ToonBoom Studio software, by writing scripts, designing storyboards, drawing animations and recording and syncing soundtracks. Topics and techniques explored may include: stop-motion, narrative structure, propaganda and advertising, and animation for education.

**A Cappella Choir-P**

**college prep, grades 9-12, year-long**

*Prerequisite: Performing Arts Foundation, or teacher permission. All students must audition.*

Inspire A Cappella Choir is a contemporary singing group that is committed to excellence, creativity, and significance in singing together. It is open to all students who have basic singing skills, and want to grow in their musical and singing experience. Students learn vocal technique for pop, jazz, and gospel styles, as well as traditional and contemporary classical music. The choir focuses on a cappella singing in all styles. Students learn to sing harmonies by ear, as well as music reading and sight singing skills. Students also develop the ability to express different styles of music through physicality, singing with the entire body, and gaining freedom in physical movement to accomplish strong musical and lyric expression. Concert and community performance are a required part of this class. Yearly involvement in choir gives students the opportunity to achieve proficiency, and to participate in choir leadership. May be taken concurrently with Performing Arts Foundations, with teacher permission. (May be repeated)

**Acting** (formerly Theatre 2)

**grades 10-12, year-long**

*Prerequisites: Performing Arts Foundation*

Acting will introduce students to the concepts and principles associated with a career in theatre performing arts. Students will 1) develop their craft through exercises (including, but not limited to: Stanislavski, Linklater, Meisner, Hagen, Adler, Suzuki), 2) explore a variety of actor college and career pathways, 3) perfect audition technique and materials, 4) perform classical and contemporary monologues and scenes, and 5) observe, analyze and deconstruct performances of peers and professionals by attending and reviewing productions. Students will have the opportunity to audition their best work at the Annual Theatre Showcase in the spring.

**Advanced Acting** (formerly Theatre 4)

**grade 12, year-long**

*Prerequisites: Must be a senior Theatre Performance Major or permission from the teacher.*

Students enrolled in Advanced Acting will 1) study and perform monologues in styles ranging from Greek/Roman to Contemporary and Abstract, 2) produce in its entirety (casting, directing, acting, completing all technical aspects) a student devised drama, and 3) perform in a wide variety of contemporary styles of acting including, but not limited to, sketch comedy, dramas, and acting for the camera.

**Advanced Audio & Video Production** (formerly Video 2)

**grades 10-12, year-long**

*Prerequisite: Intro to Audio & Video (Video 1), or equivalent*

This course enables students at the high school level to develop their knowledge and skills related to audio and video techniques for use in a future career. This course discusses the elements of audio and video production, preproduction activities, media production techniques, and postproduction activities. In this course students will dig deeper into the tools, equipment, and software used to create audio and video for multiple outputs. This course will emphasize more advanced cinematography techniques, more advanced camera equipment and an emphasis in the aesthetics of editing. Students will learn and apply more advanced lighting techniques with more advanced studio lighting equipment. Students will be expected to work together to film the many Inspire events held in and around the community as well as script, storyboard, direct and film their own short films, promotional videos, documentaries and commercials. The

course is based on the California state standards for Career and Technical Education (CTE) in Arts Media and Entertainment to help students develop technical knowledge and skills needed for success in the audio video production industry. The course also includes California's Common Core State Standards as well as some VAPA Visual Arts Contents Standard.

### **Advanced Journalism**

**grades 11-12, year-long**

*Prerequisite: Journalism*

This course will allow students to continue their practice of journalism. Skills will be further developed as students assume greater responsibilities on the staff of the yearbook. Many students will be selected to increase their involvement in the newspaper's publication through becoming section editors or copy editors. These jobs will require time and dedication from the students that will go beyond the class period.

### **Advanced Recording Arts**

**grades 11-12, year-long**

*Prerequisites: Electronic Music Composition and Recording Arts*

Advanced Recording Arts is the third level course for the CTE pathway for Recording Arts. Advanced Recording Arts expands on the audio for live mixing, recording and other applications. Topics include advanced sound characteristics, microphones, single and multi-track recording techniques, and sound reinforcement. Pro Tools and Logic ProX are the primary software used in this class. Students will further develop their knowledge of different microphones, signal processors, and other technologies that are employed in a variety of applications for the audio industry. Through this course students are provided with an opportunity to work on a project from start to finish utilizing all the technologies and procedures they have learned. Students in Advanced Recording Arts will be team leaders for Recording Arts students in their first year.

### **Advanced Theatre Arts** *(formerly Theatre 3)*

**grades 11-12, year-long**

*Prerequisites: Performing Arts Foundation, Theatre Arts/Acting, or Stagecraft or Theatre Production*

This directing and playwriting course teaches the basics of the craft of directing, script analysis, characterization, playwriting, casting, blocking, rehearsal and performance. Students will 1) read

and analyze plays for the purpose of directing, 2) direct a ten-minute scene or one-act, and 3) read and adapt a public domain story into a theatrical script which will be produced and performed at Inspire during the following academic school year. Students will present their best work at the Spring Theatre Showcase.

### **American Literature-P**

#### **college prep, grade 11, year-long**

This course will give students advanced practice in reading and writing through a survey of great works in American Literature. Students will practice a range of expository writing forms, sharpen their research skills and experiment with creative and critical analysis. Reading and writing assignments will encourage a growing understanding of disparate people and perspectives, contrasting opinions and shared experiences.

### **Anatomy/Physiology-P**

#### **college prep, grades 11-12, year-long**

*Prerequisites: Completion of Biology with a C or better. If you have not passed Chemistry with a C or better, teacher approval is required.*

Anatomy/Physiology is intended for the college bound student. Focus will be placed on human anatomy and physiology, as well as some comparative vertebrate physiology. Students will learn about body orientation, basic chemistry, cells and tissues, skin and body membranes, skeletal system, muscular system, nervous system with special senses, endocrine system, circulatory system with blood, body defenses, respiratory system, and digestive system including body metabolism, urinary system, reproduction and comparative dissections.

### **AP Biology-P**

#### **college prep, grades 11-12, year-long**

*Prerequisites: Passing Chemistry with a C or better.*

AP Biology is an introductory college-level biology course. In this course students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. The revised AP biology curriculum enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and will help them develop the reasoning skills necessary to engage in science

practices used throughout their study of AP Biology and in STEM related fields. This course is equivalent to a two semester college introductory biology course.

### **AP Calculus AB**

**college prep, grades 11-12, year-long**

*Prerequisite: Math Analysis with a grade C or better. It is strongly recommended that students have a graphing calculator (TI 83/TI 83Plus/TI-84).*

This course covers topics usually taught in first semester college calculus. Topics include functions, graphs, limits, derivatives including their applications, and integrals including their applications. The course emphasizes a multi representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. The advanced placement examination in calculus may be taken in the spring for college credit.

### **AP English Language & Comp-P**

**college prep, grade 11, year-long**

*Prerequisites: completion of a summer reading/writing assignment prior to first day of fall semester*

This course is designed to enable motivated students to read and interpret complex texts from a variety of rhetorical contexts and to write prose of sufficient richness and complexity to communicate effectively with mature readers. While prose reading is the primary emphasis, AP Language and Composition students will also be exposed to fiction of recognized literary merit, specifically American Literature.

### **AP English Literature & Comp-P**

**college prep, grade 12, year-long**

*Prerequisites: completion of a summer reading/writing assignment prior to first day of fall semester*

This course is designed for motivated students with an interest in exploring and analyzing challenging classical and contemporary literature, and a desire to analyze and interpret dominant literary genres and themes. While literature and composition is the emphasis, students will also be expected to read and analyze complex prose from a variety of rhetorical contexts.

### **AP Government-P**

**college prep, grade 12, semester-long**

*Prerequisite: Prerequisite: A winter assignment will be given. The completed assignment will be required on the first day of class in the spring to maintain enrollment.*

This AP course parallels the same content as Government, but is designed for the passionate government student who desires a course taught on a college level. The course requires a high level of commitment, including an extensive amount of reading. Students will be challenged to use their best critical thinking skills in classroom discussion and writing assignments. Course examinations will be based on prior examinations used by the College Board.

### **AP Spanish-P**

**college prep, grades 11-12, year-long**

*Prerequisite: Completion of Spanish 3 with a grade of B or better and teacher recommendation.*

This course is designed for the exceptional language student who wishes to continue on with a program of reading, writing, and speaking in Spanish. This course has a special emphasis on studying Spanish via thematic units, using classical and contemporary literature, along with authentic materials from the Spanish-speaking world. Grammar and vocabulary acquisition are continued. Students are presented with all preparatory materials for the AP exams. 100% target language is a main focus in this course. Texts: Pasajes, Repaso, Nuevas Vistas, Galeria and Album.

### **AP Statistics-P**

**college prep, grades 11-12, year-long**

*Prerequisite: Algebra 2 with a grade C or better*

The purpose of the AP course in statistics is to introduce students to the Major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Describing patterns and departures from patterns, 2) Sampling and Experimentation: Planning and conducting a study, 3) Anticipating Patterns: Exploring random phenomena using probability and simulation, and 4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and AP Exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

## **AP United States History-P**

### **college prep, grade 11, year-long**

*Prerequisite: A summer assignment will be given. The completed assignment will be required on the first day of class in the fall to maintain enrollment.*

This AP course parallels the same content as US History, but is designed for the passionate history student who desires a course taught on a college level. The course requires a high level of commitment, including an extensive amount of reading. Students will be challenged to use their best critical thinking skills in classroom discussion and writing assignments. Course examinations will be based on prior examinations used by the College Board.

## **Art 1-P**

### **college prep, grades 9-12, year-long**

Whether drawing comes naturally to you or you struggle to draw a recognizable stick man, if you have a desire to learn how to draw and create visual art, this class is for you! In this course you will learn the basics of creating and speaking the language of Art. We will explore Art through cultures and history to better our artistic appreciation. In this class, we will focus on learning many drawing mediums and styles. Students will also learn artistic composition and design.

## **Art 2-P**

### **college prep, grades 10-12, year-long**

*Prerequisite: Art 1*

If you have passed Art 1 and you are excited to learn more, then Art 2 is the class for you! In this course you will be able to develop and improve your use of familiar art techniques and will also be given the opportunity to learn new color based art mediums and methods. This class will strongly stress client art and design, composition and color theory. Art projects in the course will be more advanced and structured in design. Mural and large scale painting will be a Major emphasis in this class.

## **Art 3**

### **grades 11-12, year-long**

*Prerequisite: Art 1 and 2*

This course is designed for serious Art students who are looking for the opportunity to have more time to learn and grow on a deeper level. In this class students will do advanced projects and be allowed to work with the teacher, one-on-one, to develop their own style. Students will



learn Art and design concepts and techniques while having the freedom to choose their creations' concepts and mediums. Students will have more impact on the direction of their learning. Some of the focuses in this class will include character design, mixed media and visual story telling. Art 3 will be offered every other year, in rotation with Art 4.

#### **Art 4**

##### **grades 11-12, year-long**

*Prerequisite: Art 1 and 2 (a student may take Art 4 before Art 3 as long as they have passed both Art 1 and 2)*

Art 4 will be offered every other year, in rotation with Art 3. While the natures of the two classes are similar, the projects will be completely different. Art 4 will also offer deeper projects centering on your own personal style. Students will be challenged with specific problems and will have to solve them visually and artistically. Students will also learn new mediums and spend a significant amount of time on life and gesture drawing. Students will compile work for a digital portfolio.

#### **Art Practicum**

##### **grades 10-12, year-long**

*Prerequisite: teacher approval required, and previous art class or concurrently enrolled in an art class at Inspire recommended*

This elective course is for students who want to learn the ins and outs of the art studio and want or need extra time to work on their own artwork. Students will aid the teacher in everything from cleaning and organizing the classroom to prepping materials, making recycled clay and loading the kiln. Once all the work and learning is done, students will use any down time to work on their own art independently. A maximum of 3 Art Practicum students will be allowed per period, unless special permission is given by the teacher.

#### **Biology-P**

##### **college prep, grades 9-12, year-long**

*Prerequisite: Integrated Science, or completion of Math C and 8<sup>th</sup> grade science with a grade of A or B.*

Biology is the study of the processes that make life on this planet possible. This course is designed to help students develop scientific literacy, the ability to think creatively about real-

world issues, to communicate these thoughts to others and integrate these ideas into decision making. At Inspire, Biology is inquiry based—involves making observations; posing questions; examining multiple sources of information to understand what is already known, planning investigations; using scientific tools to gather, analyze and interpret data; proposing explanations and making predictions. Biology will fulfill your life-science requirement, as well as, prepare you for upper division course work.

### **Ceramics 1-P**

#### **college prep, grades 9-12, year-long**

This course is intended for those studying ceramics for the first time and also returning clay artists! It is a comprehensive introduction to the art of pottery and clay work with equal emphasis given to the skills of designing and constructing. In this class we will explore hand-building as well as an introduction to the potter's wheel. You will learn to plan, draw, sculpt, and glaze your pottery using a variety of decorative techniques. The primary emphasis is on studio work leading to a diverse portfolio of finished pieces by the end of the semester.

### **Ceramics 2**

#### **grades 10-12, year-long**

*Prerequisite: Ceramics 1*

This course is designed for the experienced sculptor and clay artist. In this class, students will develop and improve their clay skills while simultaneously developing their personal style. Students will also dive into wheel throwing, learning new techniques such as centering, pulling, and trimming. Students will have some opportunity to independently create artworks that are a reflection of the techniques taught in class and their own artistic voice. Students will design and create both functional and concept driven artwork. Advanced glazing methods will also be learned.

### **Ceramics 3**

#### **grades 11-12, year-long**

*Prerequisite: Ceramics 2*

This course is designed for serious Ceramic students who are looking for the opportunity to learn and grow at a more independent pace. In this class students will do advanced projects and be allowed to work with the teacher, one-on-one, to create their own specialized projects and curriculum. Students will learn ceramic and design concepts and techniques while having the

freedom to choose their creations' concepts and subject matters. Students will be able to choose the direction of their learning while still benefiting from regular lessons and demonstrations.

### **Chemistry-P**

#### **college prep, grades 10-12, year-long**

*Prerequisite: Passing Biology with a C or better and completion of Math 1 or equivalent.*

A year-long course designed to allow students to master basic principles of chemistry while developing critical thinking and basic laboratory skills. Topics covered include atomic structure, bonding, organic chemistry, types of chemical reactions, stoichiometry, thermochemistry, equilibrium, states of matter, acids and bases, oxidation-reduction, and electrochemistry. Requires 5-7 hours of study per week outside of class.

### **Chico State PE (CSUC PE)**

#### **grades 9-12, year-long**

This course is an after-school Physical Education course offered by Chico State for Inspire students, typically held Mondays and Wednesdays from 3:30-5pm.

### **Choreography**

#### **grades 10-12, year-long**

*Prerequisites: Student must be at least Dance 2 level. Freshmen must seek teacher permission.*

*Choreography students must be concurrently enrolled in another dance class.*

Imagine, create, and share your vision of dance with the world. A theoretic and applied study of the basic elements of choreography will be introduced and explored through the creation of original works. Choreography will be approached through the exploration of resources including improvisation, use of ideas, knowledge of forms, and development of the craft. Students will be exposed to various choreographic processes, terminology, and potential performance venues. Students will receive weekly assignments directed toward specific problems and dance elements; then begin to develop works with an emphasis on the relationship between manipulation of musical phrases and choreography. Students will learn to move from phrase development to the completion of a dance. They will learn to critique dances through the workshop process by observing, reflecting, discussing, evaluating, and making recommendations for revision. The culminating class project will be to collectively produce a dance production and incorporate such elements as costumes, lighting, original music, props, sets, and professional staging. Students will also learn to imaginatively use technology to

support their dances and personal choreographic process. Students can expect to create three to four dances over the year with at least one being staged for audience.

## **Choreography 2**

### **grades 11-12, year-long**

*Prerequisites: Student must have taken two years of Choreography. Must be concurrently enrolled in a dance technique class.*

Choreography 2 is an advanced level course for the serious dance creator. Students will work concurrently with the Choreography class, but will be given additional challenges and genres of choreography to explore. The students at this level will focus on the composition of artistic dance works and be given additional opportunities in the school and community to create their art. Choreography 2 students will critique dances through the workshop process by observing, reflecting, discussing, evaluating, and making recommendations for revision. The culminating class project will be to collectively produce a dance production and incorporate such elements as costumes, lighting, original music, props, sets, and professional staging. Students will also learn to imaginatively use technology to support their dances and personal choreographic process. Students can expect to create four to five dances over the year with at least two being staged for audiences. Students may also propose special projects for the year that they would like to work on and create.

## **Computer Science & Software Engineering-P (CSE)**

### **college prep, grades 10-12, year-long**

*Prerequisite: Passed Integrated Math 1 with a C or better. Recommended prerequisites are IED/POE or Electronics/Robotics.*

Computer Science and Software Engineering (CSE) is part of the Engineering program but can also be taken as a stand-alone course. Students work in teams to develop computational thinking and solve problems. The course covers the College Board's new CS Principles framework. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop

planning, documentation, and communication skills. Problems aim for ground-level entry with no ceiling, so that all students can successfully engage the problems but students with greater motivation, ability, or background knowledge will be challenged to work further.

### **Contemporary Literature-P**

#### **college prep, grade 12, year-long**

This course extends the expectations of the established Inspire English program and asks students to refine and apply their creative and critical skills, culminating in a personalized final project. Readings will include recognized contemporary works of literary merit in several genres: short story, essay, narrative non-fiction, novel, speech, poetry, drama. Any classical literature used will be connected to contemporary issues.

### **Creative Writing**

#### **grades 9-12, semester-long**

This course is for those students who enjoy writing and taking risks with their imaginations. We will read creative works by classic and cutting-edge writers and focus on what makes vivid, effective and engaging writing across the genres. We will particularly but not exclusively emphasize fiction and poetry. Class may be repeated.

### **Dance 1** *(formerly Dance 1A and Dance 1B)*

#### **grades 9-12, year-long**

Students will develop their individual knowledge, skills, abilities, behaviors, and attitudes in relation to the world of dance, their own unique identity, and the world around them through the perspective of dance. Focus will be given to learning various dance techniques, basic dance history, and expressing one's self through movement. Students will discover their own movement potential and expand respect of self and others through the practice of studio etiquette, various class structures, and audience participation. By exploring the field of dance natural connections to personal interests and related fields of study will develop. Critical evaluation of choreographic works will be a key element of the course. Students will be required to embody movement elements by demonstrating basic terms and techniques from various dance genre and styles. Students will cultivate an understanding of others and cultures by experiencing their dance and discover that dance is a universal language. Eight to ten of the following genres of dance will be explored in Dance 1 each year: ballet, jazz, modern, tap, hip-hop, ballroom, break dancing, contemporary, Pilates, Hawaiian, Maori, Polynesian, Irish, Indian, West African, Hmong, and other traditional genres.

## **Dance 2-P**

### **college prep, grades 10-12, year-long**

*Prerequisites: Dance 1 or one-two years of dance experience. Audition is required. Dancers will be required to provide their own dance shoes.*

This course will be a technique-based class that will challenge students to become well-rounded dancers in numerous dance genres with Major focus on styles studied at the university level including ballet, jazz, tap, and modern. Dancers will also be exposed to a wide variety of additional styles and introduced to local artists who study and teach these dance techniques on a regular basis including hip-hop, contemporary, break dancing, ethnic dance style (African, Irish, Hawaiian, Middle Eastern Belly Dancing, etc....), traditional folk dances, and social dance (Ballroom, Latin, Swing, etc....). Both male and female techniques will be supported and close attention will be paid to current trends in the world of dance. Dancers will learn the traditional class etiquette for each genre, the appropriate attire for class and performance practices. Research will be conducted on current dance figures and the origins of each dance technique. Dancers will also learn how to become healthy life-long dancers with an introduction to the basic somatic practices that support performing artists.

## **Dance 3-P**

### **college prep, grades 10-12, year-long**

*Prerequisites: Dance 2 or three-four years of technical dance experience. Audition is required. Open to freshmen by audition. Dance 3 members must be concurrently enrolled in another dance class. Dancers will be required to provide their own dance shoes & to commit to the performance calendar for the year.*

Dance 3 will be mostly a technique based dance class and will begin to introduce performance skills that challenge students to become well-rounded dancers in numerous dance genre. The class will focus on three main genres of dance each year from the following: ballet, tap, jazz, contemporary, and hip-hop. The study of these genres will lead to a focus on musical theater and contemporary performance based dancing. The Dance 3 curriculum is designed to help dancers create a fun atmosphere to explore the foundations of performance dance through movement, discussion, and exploration in a variety of contemporary idioms. Students will learn the basic vocabulary and movement fundamentals in each genre. Dance genre studied will alternate each year and this class may be taken multiple times. Dancers who complete the audition will be members of Performance Class and will perform at school events. Dancers will be exposed to a wide variety of additional styles and introduced to local artists who study and teach dance techniques including jazz, ballet, tap, modern, hip-hop, contemporary, break dancing, ethnic

dance style (African, Irish, Hawaiian, Middle Eastern Belly Dancing, etc....), traditional folk dances, and social dance (Ballroom, Latin, Swing, etc....). Both male and female techniques will be supported. Dancers will use the traditional class etiquette for each genre, wear the appropriate attire for class, and utilize standard rehearsal and performance practices. Research will be conducted on historical dance figures and the origins of dance technique. Dancers will also learn how to become healthy life-long dancers with an introduction to the basic somatic practices that support performing artists

#### **Dance 4**

##### **grades 10-12, year-long**

*Prerequisites: Dance 2, Dance 3, or three-four years of technical dance experience. Audition is required. Open to freshmen by audition. Dance 4 members must be concurrently enrolled in another dance class. Dancers will be required to provide their own dance shoes & to commit to the performance calendar for the year.*

This course will be a technique and performance based class that will challenge students to become well-rounded dancers in numerous dance genre with Major focus on styles performed in the industry. The dancers who complete the audition will be members of the Inspire Dance Company whom will represent the school at local events and productions. Dancers will also be exposed to a wide variety of additional styles and introduced to local artist who study and teach these dance techniques on a regular basis including jazz, ballet, tap, modern, hip-hop, contemporary, break dancing, ethnic dance style (African, Irish, Hawaiian, Middle Eastern Belly Dancing, etc....), traditional folk dances, and social dance (Ballroom, Latin, Swing, etc....). Dancers will be cast in the Company dance and generally work on additional small group dances during the year. Both male and female techniques will be supported and close attention will be paid to current trends in the world of dance. Dancers will use the traditional class etiquette for each genre, wear the appropriate attire for class, and utilize standard rehearsal and performance practices. Research will be conducted on current dance figures and the origins of dance technique. Dancers will also learn how to become healthy life-long dancers with an introduction to the basic somatic practices that support performing artists.

## **Dance Styles**

### **grades 10-12, year-long**

*Prerequisite: Dance 1, Dance 2, or equivalent or teacher recommendation needed by audition.*

Dance Styles will be a dance class that focuses on the three main genres of dance each year: tap, ballet, and jazz. The study of these genres will lead to a focus on musical theater and contemporary performance based dancing. The Dance Styles curriculum is designed to help dancers create a fun atmosphere to explore the foundations of performance dance through movement, discussion, and exploration in a variety of contemporary idioms. Students will learn the basic vocabulary and movement fundamentals in each genre. The dance genre studied will alternate each year and this class may be taken multiple times. This is a great class for singers and actors to further their dance technique. Basic choreography will also be explored as a part of this course.

## **Dance Teaching Practicum**

### **grades 10-12, year-long**

*Prerequisite: may only be taken with teacher permission. Must be concurrently enrolled in Dance 2, Dance 3, Dance 4, Dance Styles, or Choreography; usually Dance 3 or 4.*

Depending on the student's ability, they will learn to teach a dance class; first, by doing basic tasks such as warm-ups or leading across the floor exercises, then moving into choreographing and teaching portions of a technique class. This is an excellent opportunity for dance students to develop their leadership skills and learn to use their teaching voice. Students should make their interest known in the spring semester prior to placement and then a specific class will be assigned based on their class schedule for the year.

## **Dance Teaching Experience**

### **grade 12, year-long**

*Prerequisite: Dance 3 or Dance 4, Dance Teaching Practicum, and teacher approval*

Students will learn to teach a children's dance class in collaboration with a local dance studio. They will acquire skills to teach developmentally appropriate movement and creative movement activities. Students will also learn the business of preparing for viewing days and studio performances, and the requirements of teaching in a studio setting. This is an excellent opportunity for dance students to develop their leadership skills, grow their resume, and learn to use their teaching voice. Students should make their interest known in the spring semester prior to placement and will work with an Inspire dance instructor to design a class that meets learning standards and the local studio's needs.



### **Digital Electronics-P (DE)**

**college prep, grades 10-12, year-long**

*Prerequisite: Principles of Engineering (POE), Physics, or Electronics/Robotics I with a B or better.*

Have you ever wondered how your washing machine, dishwasher, stove or alarm clock “knows” what to do when you push those buttons? The answer lies in the circuit board running the machine. Circuit boards are in almost every electronic device that exists today; computers, tablets, smart-phones, MP3 players, and much more. Students are introduced to the process of designing circuits using combinational and sequential logic design and will come out of the course with the knowledge required to design their own electrical circuit using AND, OR, NOT, NOR, and NAND gates as well as timers, counters, and state machines. The only barrier is their imagination! This PLTW (Project Lead the Way) course is designed for 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade students.

### **Digital Media Art Practicum**

**grades 10-12, year-long**

*Prerequisite: teacher approval*

This elective course is for students who want to learn about and perfect their craft in the digital art world. It also provides seat time for students who want or need extra time to use the many software programs available in the lab that may not otherwise be available to them at home. Students can work on their own digital artwork as well as aid the teacher in everything from organizing the equipment, the classroom and prepping materials. Once all the work and learning is done, students will use any down time to work on their own digital art independently. A maximum of 1-2 Digital Media Art Practicum students will be allowed per period (depending on seats available), unless special permission is given by the teacher.

### **Digital Photography-P**

**college prep, grades 9-12, year-long**

Come explore the world of digital photography! This course provides an introduction to the fascinating technology that is catapulting the photographic world. We'll discuss the basics of digital photography equipment and use industry standard digital editing software (Adobe Photoshop CS6), camera equipment and studio lighting. Students also have introductory instruction in the history of photography, design, rules of composition, and career options in photography, along with commercial and personal applications. Some projects include

Landscape, Outdoor Portrait, Studio Portrait and Product Photography. Whether you're new to photography or a long-time photographer, this class will provide opportunities to hone your digital photography skills.

### **Economics-P**

#### **college prep, grade 12, semester-long**

This course is required for high school graduation. Students will study and learn the principles of economics and of the American economic system. They will compare the American system to economic systems of other nations. Students will learn fundamental economic concepts, appreciate how the principle concepts of economics relate, and understand the structure of economic systems. Students will learn to make reasoned consumer judgments about economic decisions. Students will also become aware of how economic forces operating in today's world may affect their future.

### **Electronic Music Composition**

#### **grades 9-12, year-long**

*Electronic Music Composition is designed to give students the necessary tools and techniques to create contemporary electronic music in a variety of styles. Students will learn the history of electronic music with listening examples that highlight the important people, technology, and techniques associated with electronic music styles. The lessons will include videos describing musical, DAW (Digital Audio Workstations), and synthesis techniques. There will also be a research and analysis component in which students learn to listen critically and adapt to changes in technology and public musical taste. Pro Tools is the primary DAW used in the course and some online programs will be introduced. Students will be allowed to bring a personal laptop and use their own software to complete certain projects. The course teaches musical topics like melody, rhythm and harmony within the framework of a DAW, starting with an introduction to common scales and rhythms and the developing more complex musical elements throughout the course.*

### **Electronics/Robotics**

#### **grades 9-12, year-long**

E/R Introduces the basic skills needed for many careers in electronics and related fields and prepares a technical foundation for intermediate and advanced engineering courses. The course covers the operations and applications of basic DC and AC circuits consisting of resistors, capacitors, inductors, transformers and diodes. Students learn to use common test instruments

including volt/ohm meters, oscilloscopes and signal generators for circuit analysis and troubleshooting. Students construct a radio-controlled car as they learn circuit board construction techniques, trouble shooting skills, basic circuit analysis and radio wave propagation theory. Robotics uses a hands-on approach to introduce the basic concepts in robotics, students will work in teams to build and test increasingly more complex LEGO-based mobile robots, culminating in an end-of-term team *robot contest*. Teamwork, critical thinking and problem solving are emphasized.

### **English 9-P**

#### **college prep, grade 9, year-long**

This course is designed for students with high academic goals. Students are expected to be critical thinkers who possess effective reading and writing skills. Course expectations include completion of a research paper, writing of analytical essays based on literary works, expanding vocabulary, and giving oral presentations. Major units include the short story, formal research paper, a Shakespeare's classic, novel, and poetry. Course may include outside readings from a designated reading list.

### **English 10-P**

#### **college prep, grade 10, year-long**

This course is designed for students with high academic goals. Course expectations include writing a research paper, developing advanced grammar skills, and practicing speaking and writing in various thematic units. Students will read and respond to Major literary works through extensive written assignments and oral presentations. Major units include the short story, novel, memoir, formal research paper, Shakespeare and poetry. Course will include outside reading of novels.

### **Film and Fiction**

#### **grades 9-12, semester-long**

This course explores a variety of topics in both film and literature such as learning how to “read” a film. We will study the language of film and look specifically at how filmmakers use composition, lighting, editing, camera angles, music, and editing to create an overall effect and message. We will also examine the complex relationship between film and written works—selected novels and short stories will be analyzed in relation to the film versions.

### **French 1-P**

#### **college prep, grades 9-12, year-long**

*Prerequisite: C or better in previous math and English classes, or teacher permission.*

In French 1 the emphasis is on learning the basic skills of listening, speaking, reading, and writing of French. The students will learn short dialogues and vocabulary, repeat sentences that contain grammatical patterns, and build conversation through daily practice. To further develop the use of French, the students present short skits and plays, learn French songs and vocabulary games, see films, videos, and colored slides about French speaking countries.

### **French 2-P**

#### **college prep, grades 9-12, year-long**

*Prerequisite: French 1 with grade of B- or better, or teacher approval.*

This second year course in French is a continuation of the skills of listening, speaking, reading and writing that the students were acquiring in French 1. Students work more on the speaking, writing, reading, and listening in the past, present and future tenses. Students present short skits and plays, learn French songs and vocabulary games, see films, videos, and colored slides about French speaking countries.

### **French 3-P**

#### **college prep, grades 10-12, year-long**

*Prerequisite: French 2 with grade of B- or better, or teacher approval.*

This is the third year course in French. This class takes the skills learned in French 1 and 2 and builds off them to expand student's knowledge and skill. They begin using more complicated sentences and tenses, and begin reading short pieces of literature. They also begin to write a page or more at a time in French. Students present short skits and plays, learn French songs and vocabulary games, see films, videos, and colored slides about French speaking countries.

### **French 4-P**

#### **college prep, grades 11-12, year-long**

*Prerequisite: French 3 with grade of B- or better, or teacher approval.*

This is the fourth year course in French and continues to build on the skills learned in French 3. French 4 focuses on advanced grammar, reading, and writing in French. Whole works of literature are read in their entirety, along with poems and other short stories and excerpts of literature. Students write a few pages of French at a time, working towards writing an analytical

essay in French about a piece of writing. Students present short skits and plays; learn French songs and vocabulary games, see films, videos, and colored slides about French speaking countries.

### **Government-P**

#### **college prep, grade 12, semester-long**

This course is required for high school graduation. This course includes an analysis of national, state, and local governmental structures. This is a study to inform students on how our government operates its duties and responsibilities at all levels, and the part ‘we the people’ play in its operation. Areas covered include formation of our government, problems encountered and resolved, civil liberties, civil rights, the presidency, congress, courts, state and local government. Emphasis is also placed on current American problems.

### **Guitar 1 (formerly Guitar IA & IB)**

#### **grades 9-12, year-long**

This class is intended for beginning acoustic guitar students. The class will offer instruction on guitar tuning, flat picking, playing single note melodies, 1<sup>st</sup> position chords, barred chords, musical notation - both standard musical notation and guitar tablature. Students will become acquainted with many styles of music including folk, rock, blues, and classical. Singing will also be encouraged in this class. This is a project-based class in which students will form small groups, working on material together. Each small group will work on specific songs suited to the skill level of the students. Pentatonic scales, including the Major, minor and blues scales will be employed, as students will be encouraged to improvise guitar solos. Finger picking, flat picking, chord inversions, and alternate tunings, will all be covered in this class.

Students are encouraged to provide their own instruments, (either nylon or steel string acoustic guitars), picks, tuners, capos and replacement strings as needed. There will be opportunities for performances in this class.

### **Graphic Design (formerly Digital Photo 2)**

#### **grades 10-12, year-long**

*Prerequisite: Digital Photography or equivalent*

Graphic Design is a deeper look into the world of photography and how it is used in graphic design. Students will explore advanced digital camera and image editing software techniques in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Students will use their own creative

expression to implement personal projects that result in a portfolio of quality images. Some course projects include creating photographs for a defined purpose using composition and layout techniques for graphic design projects such as fashion photo magazine covers, PSA posters, editorial layouts, advertising layouts and other graphic design layouts. This course will help students develop an understanding of the industry with a focus on topics such as graphic designer career profiles, types of digital images, graphic design tools and software, storing and manipulating images, design elements and principles, copyright laws, and printing images. The course is based on the California state standards for Career and Technical Education (CTE) in Arts Media and Entertainment to help students develop technical knowledge and skills needed for success in the graphic design industry. The course also includes California's Common Core State Standards as well as some VAPA Visual Arts Contents Standard.

### **Health/Study Skills**

#### **grade 9, year-long**

Health/Study Skills is a year-long class designed to teach beneficial knowledge and skills that encourage students to think critically about how the decisions they make affect their lives today and into the future. Completion of Health is required for high school graduation. The class will consist of units of study in the following areas: Introduction to Health, Mental Health, Nutrition, Drug Substances and Sex Education. Study Skills is an additional component to the class that will teach students how to manage time, take various types of notes, use study groups effectively, study for tests and maximize their study process. Each half of the course will be taught for 40 minutes on each instructional day. Each course will be taught throughout the entire year.

### **High School Scholars – CSU, Chico**

#### **grades 11-12, semester-long**

Inspire participates in the High School Scholars program for eligible students to concurrently enroll at CSU, Chico. Students must have a 3.0 GPA for the semester directly preceding the application period. Please inquire with the counselor.

### **History of Rock**

#### **grades 9-12, semester-long**

This course will explore the early history of rock music, including its antecedents in Country and Rhythm & Blues. It will encompass two areas of study: an analysis of musical characteristics and evolving styles, and a consideration of the sociopolitical impact rock music

has had on the second half of the 20<sup>th</sup> century. Students will also discuss rock's influence on other forms of art, such as film and poetry.

### **Honors English 9-P**

**college prep, grade 9, year-long**

*Prerequisite: completion of a summer reading/writing assignment prior to the first day of fall semester*

This course follows the structure of the English 9 college prep course; however, in addition to the expectations of that course, Honors students will be expected to maintain a grade of B- or above and are required to complete a summer reading assignment that includes essay and journal responses. Students will also be expected to develop a proposal for an end-of-the year project that looks deeply at a student-chosen/teacher-approved novel or non-fiction book.

### **Honors English 10-P**

**college prep, grade 10, year-long**

*Prerequisite: completion of a summer reading/writing assignment prior to the first day of fall semester*

This course follows the structure of the English 10 college prep course; however, in addition to the expectations of that course, Honors students will be expected to maintain a grade of B- or above and are required to complete a summer reading assignment that includes essay and journal responses. Students will also be expected to develop a proposal for an end-of-the year project that looks deeply at a student-chosen/teacher-approved novel or non-fiction book.

### **Humanities Café**

**grades 9-12, semester-long**

*Prerequisite: B average in English or teacher approval.*

This elective course will study the human condition as it is creatively expressed in literature as well as visual art, music and foreign film. Students will explore themes of identity, social roles, survival, human connection, the struggle for personal fulfillment, and the power and vision of the imagination.

### **Independent Study Physical Education (ISPE)**

**grades 9-12, year-long**

This PE course is done entirely offsite and during non-school hours. Students sign an Independent Study Master Agreement, track their own PE minutes, and do written assignments.

### **Integrated Math 1-P**

**college prep, grades 9-12, year-long**

*Prerequisite: Math C or equivalent courses with a grade C or better.*

Integrated Math 1 is the first in a series of college preparatory mathematics courses at Inspire consisting of California common core math standards. The course content includes relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence, proof, and constructions, and connecting algebra and geometry through coordinates.

### **Integrated Math 2-P**

**college prep, grades 9-12, year-long**

*Prerequisite: Integrated Math 1 or equivalent with a grade C or better*

Integrated Math 2 is the second in a series of college preparatory mathematics courses at Inspire consisting of California common core math standards. The course content includes extending the number system, quadratic functions and modeling, expressions and equations, applications of probability, similarity, right triangle trig and proof, and circles without coordinates.

### **Integrated Math 3-P**

**college prep, grades 10-12, year long**

*Prerequisite: Integrated Math 2 or equivalent with a grade C or better*

Integrated Math 3 is the third year Common Core math class and typically a junior year math course.

### **Integrated Science**

**grades 9-12, year-long**

This science course will prepare students for biology, chemistry and physics. Students will use a problem-based approach to investigate selected topics in the life, environmental, Earth and physical sciences. This class will combine field and laboratory experiences with an emphasis on



data collection, reporting and analysis. Meets physical science requirement for graduation. Students not taking biology their freshman year should take this course.

### **Introduction to Audio & Video Production** (*formerly Video 1*)

#### **grades 9-12, year-long**

This course is designed to enable students at the high school level to learn the basics of audio and video production. The course will help students develop an understanding of the industry with a focus on pre-production, production, and post-production through audio and video activities. Students will learn script writing, storyboarding, intro level camera use, video shooting, audio recording, lighting techniques, directing skills and editing techniques. Students will learn these skills through cooperative teamwork as they complete audio and video productions using industry standard equipment. The course is based on the California state standards for Career and Technical Education (CTE) in Arts Media and Entertainment to help students develop technical knowledge and skills needed for success in the audio video production industry. The course also includes California's Common Core State Standards as well as some VAPA Visual Arts Contents Standard.

### **Intro to Digital Illustration/Art**

#### **grades 9-12, year-long**

This course will help students develop an entry level understanding of the digital art industry with a focus on projects like event posters, book covers, conceptual art and art for animation as well as topics such as the history of illustration, types of digital images, illustration tools and software, storing and manipulating images, design elements and principles, copyright laws, and printing images. This course introduces digital media for Illustrators using different types of computer applications and image editing software (like Photoshop), vector graphics software (like Illustrator), and digital painting software (like Sketch Book Pro or Painter). While orienting students to the technical aspects of digital media, the class also provides an essential link to the Visual Arts Department's drawing, painting and conceptual curriculum. The course is based on the California state standards for Career and Technical Education (CTE) in Arts Media and Entertainment to help students develop technical knowledge and skills needed for success in the digital art industry. The course also includes California's Common Core State Standards as well as some VAPA Visual Arts Contents Standard.

**Intro to Engineering Design-P (IED)****college prep, grades 9-12, year-long***Prerequisite: Completion of Math C or equivalent.*

The first course in the Engineering sequence, IED is designed for 9th or 10th grade students. The Major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Strong spatial visualization and basic geometry skills will be beneficial.

**Journalism****grades 9-12, year-long***Prerequisite: Recommended grade of A or B in previous year's English class. Application and interview with teacher for new students only.*

By taking this course, students are joining the staff of Inspire's yearbook. In addition to learning the principles of journalism, students will be required to contribute to the yearbook through writing, selling advertising, assisting with layout, photography, and fundraising.

**Math Analysis-P****college prep, grades 10-12, year-long***Prerequisite: Integrated Math 2 with a grade C or better*

Graphing calculators are used daily (TI-83/84). Students are strongly recommended to supply their own. Topics to be covered are functions and periodic functions, sinusoidal and right triangle trigonometry, polar coordinates, probability and statistics, mathematical modeling, vectors and parametric equations, polar coordinates and graphing, sequences and series, and an introduction to calculus principles. Upon successful completion of this course, students are prepared to enter first semester Calculus.

## **Math C**

### **grades 9-11, year-long**

*Prerequisite: Any student who has not passed Math C or equivalent with a C or better will be enrolled in Math C*

Math C is a math class that covers 8<sup>th</sup> grade common core math standards and prepares a student to be successful in Integrated Math 1. The focus is on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This course is an everyday math class (two periods) with all students enrolled in Math C concurrently enrolled in Everyday Math C.

## **Music Theory**

### **grades 9-12, year-long**

*Prerequisite: Completion of Piano I or equivalent piano ability, and teacher approval*

The student's ability to read and write musical notation is fundamental to Music Theory. It is assumed that the student has acquired (or is acquiring) basic performance skills in voice or on an instrument. Students will develop musical skills that will lead to an understanding of music composition and music theory. Through this course of study, students will learn to analyze, synthesize and create music with an understanding of the various techniques used in Western music. The ultimate goal of Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Building on this foundation, the course will progress to more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, and the realization of figured-bass notation.

## **Music Practicum**

### **grade 12, year-long**

*Prerequisite: Teacher permission required and students must have completed the foundation and breadth work required by the Instrumental or Vocal Music Major.*

Music Practicum is an opportunity for advanced music students to independently develop their music skills. This can be through songwriting, recording, or individual instrument rehearsal time. Music Practicum students will develop a Capstone project and are accountable to their

supervising teacher throughout the semester with a final presentation made at the end of the semester. Capstone projects can be a composition (recorded or performed) or individual performance and are developed with the Music Teacher at the beginning of the semester. Music Practicum may only be taken with prior permission from one of the Music Teachers.

### **Musical Theatre Performance-P**

#### **college prep, grades 11-12, year-long**

*Prerequisites: Performing Arts Foundation and Musical Theatre Workshop (Musical Theatre 2), or teacher permission. By audition only.*

*Formerly Musical Theatre 3*

Musical Theatre Performance is also the Inspire Musical Theatre Touring Troupe, IMT3, and is an advanced class where students will prepare material for performances throughout the year. Students will advance in the application of music reading and the understanding of musical score markings, as they apply to how the music affects the communication of a song. Students will continue to develop their audition portfolios, and continue to work on how to effectively prepare and perform at auditions. During this year of study, students will analyze musicals, learning to build the performance of a song through an in-depth study of the story, the characters, and their interaction with each other and the audience. Performance numbers will include contemporary and traditional musical theatre repertoire. Emphasis is placed on creating unified performances, both musically and dramatically. Extra time is required for community performances. Class may be repeated.

### **Musical Theatre Workshop-P (formerly Musical Theatre 2)**

#### **college prep, grades 10-12, year-long**

*Prerequisites: Performing Arts Foundation*

Musical Theatre Workshop builds on the skills and knowledge learned in Performing Arts Foundation. Students will learn more advanced techniques for singing, dancing and acting, utilizing scenes and songs from Broadway musicals, still using an in-class “acting the song” workshop atmosphere. Through work on song performance, students will study significant musical theatre shows and songs, practicing and performing songs from many of them. They will learn about major musical theatre song and show writers, and how musical theatre has grown and changed over time. Work is also done on auditioning skills, and on building individual audition portfolios. The class is a performing ensemble that will work on singing and dancing numbers to perform in the Inspire Gala and the spring Musical Theatre Showcase. As students develop through their work at this level, they will gain important performing skills in

ensemble and solo singing and acting techniques that will prepare them to audition for Musical Theatre Performance.

### **Office Aide**

**grades 10-12, year-long**

*Approval by office staff required*

Help office staff with delivering messages and packages to classrooms, textbook labeling, photocopying, and other miscellaneous tasks. Student may study during down times.

### **Online Health semester-long**

**grades 10-12,**

*This course is only available online and may be accessed on the internet during Study Hall or from home.*

*Only for sophomores or above who were not able to take Health/Study Skills*

This course fulfills the health and safety graduation requirement as set forth by the Chico Unified School District. This is a course about decision-making relative to health issues. Students will examine the consequences of choices that are made, ranging from choices about stress relief, the environment, and nutrition, to decisions about substance use and relationships. The main goal of this class is to help students remain abstinent from behavior choices that put their health and well-being at risk.

### **Online Learning (Cyber High)**

**grades 9-12, independent study**

Inspire offers online credit recovery. Please inquire with the counselor or assistant principal.

### **Orchestra-P**

**college prep, grades 9-12, year-long**

*Prerequisite: Minimum one year of private instruction with teacher approval, or two years Junior High band/orchestra*

Inspire's Orchestra is a symphony style ensemble in which strings, brass, woodwinds and percussion are all represented. The orchestra will perform music from the classical, pop and

original repertoire. Music will be chosen that will advance the student skill level over the course of the school year. Students also develop the ability to express different styles of music through various rehearsal techniques, independent practice and ensemble performances. Students are encouraged to take private lessons outside of class and will be required to practice independently to improve personal skill. Concert and community performance are a required part of this class. The Inspire School Orchestra will have many opportunities to perform at concerts for their fellow students and at community events.

**PE Dance 1** (*formerly PE Dance 1A and 1B*)

**grades 9-12, year-long**

This course is the same as Dance 1 and meets Physical Education requirements for graduation.

**PE Dance 2**

**grades 10-12, year-long**

This course is the same as Dance 2 and meets Physical Education requirements for graduation.

**PE Dance 3**

**grades 10-12, year-long**

This course is the same as Dance 3 and meets Physical Education requirements for graduation.

**PE Dance 4**

**grades 10-12, year-long**

This course is the same as Dance 4 and meets Physical Education requirements for graduation.

**PE Dance Styles**

**grades 10-12, year-long**

This course is the same as Dance Styles and meets Physical Education requirements for graduation.

**Performing Arts Foundation**

**grades 9-12, year-long**

Are you interested in the performing arts: acting, singing, or design? Do you want to learn about drama, comedy, musical theatre, stage combat, make-up, costume design, lighting, scenic design

or any aspect of stage productions? Then the Performing Arts Foundation class is for you. This class will be team taught by our performing arts staff members. Students will learn the basic history of and will develop an aesthetic appreciation for the theatrical and vocal performing arts. At the end of the year, students will perform in a culmination production to show off the skills developed by the completion of the course. All that is needed is a strong desire to learn. This class is open to all grade levels and is a prerequisite for most of the performing arts advanced classes so get started today!

### **Physics-P**

#### **college prep, grades 11-12, year-long**

*Prerequisite: Integrated Math 3 with a grade of B or better. Concurrent enrollment or completion of Math Analysis is recommended but not required. Completion of Chemistry is highly recommended.*

An inquiry-based course designed to learn the following concepts of physics: mechanics, heat, energy, waves, sound, light, electricity, relativity, and magnetism.

### **Piano 1-P**

#### **college prep, grades 9-12, year-long**

This course covers elementary piano technique and knowledge of the structure of music: note names on the grand staff and piano keyboard, key signatures, time signatures, rhythm values, diatonic intervals, Major and minor triads and Major scales. Students will follow a progressive study of piano and music theory that will allow them to learn to read and play traditional piano literature. This course will also explore simple improvisation and composition for piano. The course will include learning scales and chord progressions in several keys, playing lead sheets, and doing some of your own composing. Piano study will focus on fluent reading, technique, and expressive playing. Students will also learn about the eras of music history, Major composers, and the development of the piano and piano music, in both classical and popular music genres.

### **Pop Band**

#### **grades 9-12, semester-long**

*Prerequisite: Intermediate guitar, bass, piano, drum, or vocal skill*

This class will combine the talents of young musicians who play electric guitar, drums, electric bass, keyboards, and sing. Students will be placed in bands of similar skill level at the beginning

of each semester. The bands will learn and perform music from many different eras of rock-n-roll, including blues, the music of the '50's, '60's, '70's, etc. Students will use guitar and bass tablature and lead sheets in order to learn their songs. Videos of the artists will be shown to the class, exposing the students to the style, and culture of each musical decade. As musical units are completed, each band will perform for the class. Performances will also be given for our student body as well as the opportunity to perform in the Fall and Spring Instrumental Music Concerts.

### **Pottery 1**

#### **grades 9-12, year-long**

Do something you have always wanted to do – learn how to throw on the pottery wheel! Pottery class will give students experiences in making functional pieces, using a variety of wheel techniques. This class is especially designed for those who have never used the wheel or who are working on basic skills. The course includes wedging, centering clay, throwing basic forms, trimming and glazing. Well thought out forms, designs and functional uses along with good craftsmanship are emphasized. Come try your hand on the wheel!

### **Pottery 2**

#### **grades 10-12, year-long**

*Prerequisite: Pottery 1*

Develop individual style while learning to create large vessels, platters, altered forms, surfaces and lids. In Pottery 2 you will expand your knowledge of wheel throwing and have opportunities to create independent projects. You will also use the wheel to create sculptural pieces. Well thought out forms, designs and functional uses along with good craftsmanship are emphasized. Come develop your skill on the wheel!

### **Principles of Engineering-P (POE)**

#### **college prep, grades 10-12, year-long**

*Prerequisite: Successful completion of IED and Math 1 or equivalent or teacher permission*

The second course in the Engineering sequence, POE is designed for 10th or 11th grade students. This survey course exposes students to Major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students develop problem-solving skills, and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate



solutions. Students will work extensively with VEX Robotics kits and learn to program with RobotC. Strong math skills will be beneficial.

### **Recording Arts**

#### **grades 10-12, year-long**

*Prerequisites: Electronic Music Composition*

Recording Arts introduces basic audio for use in live performance and recording settings. Topics include basic sound characteristics, microphone use, recording technique, and live sound reinforcement. Pro Tools, Garage Band and Logic X and several online programs are introduced with an emphasis put on using Pro Tools to record, mix and master recordings. This course also details the functions of, and relationships between, the mixing console and the Pro Tools digital audio workstation. Students learn how different microphones, signal processors, and other technologies are employed in a variety of applications for the audio industry: music recording, live mixing, and other applications. Student from within the class rehearse and perform during class giving students authentic opportunities to operate live sound and record. Through this course students are provided with an opportunity to work on a project from start to finish utilizing all the technologies and procedures they have learned. This will include recording live music groups, choral and band ensembles, and possibly recording off site.

### **Recording Arts Practicum**

#### **grade 12, year-long**

*Prerequisite: Teacher permission is required, and students must have completed the foundation and breadth courses.*

Recording Arts practicum is an opportunity for advanced recording students to independently develop their recording skills. Practicum students will develop a Capstone project with the help of the Recording Arts Teacher and are accountable to the supervising teacher throughout each semester with a final project made at the end of the semester. Capstone projects can be a personal recording, recordings of other Inspire students or music groups from the community. Recording Arts Practicum may only be taken with prior permission from the Recording Arts Teacher.

## **Senior Project/Portfolio**

### **grade 12, year-long**

*Prerequisite: Major advisor approval*

In this course students will work with a teacher or individual Major Advisors to develop and complete a year-long project or portfolio for presentation. Assignments will be given specific guidelines depending on the student interests and field of study, future goals will also be considered. Student will have the opportunity to find, research, design, implement, document, and present a large, in depth project that utilizes all the knowledge, skills, and abilities they have developed thus far.

## **Spanish 1-P**

### **college prep, grades 9-12, year-long**

*Prerequisite: C or better in previous math and English classes, or teacher permission.*

This course is designed to introduce the student to the fundamentals of speaking, reading, writing, and understanding the Spanish language and culture. Oral communicative language is stressed using controlled vocabulary in everyday conversations. The Hispanic culture and language is studied via storyboards, slides, movies, and readings. Art, technology, power point presentations, projects, games, TPR (total physical response) strategies and music are used, as are theatrical skits, to enhance language usage. 100% target language is a main focus in this course.

## **Spanish 2-P**

### **college prep, grades 9-12, year-long**

*Prerequisite: Completion of Spanish 1 with a grade of B- or better and teacher recommendation*

Spanish 2 is a continuation of the first year with emphasis on broadening of speaking, reading, understanding, and writing skills. Students write and perform dialogues, videos and theatrical pieces using more complex and subject specific vocabulary and concepts. Movies and power point presentations are used to explore and study Spanish and Latin American cultures. 100% target language is a main focus in this course.

### **Spanish 3-P**

**college prep, grades 10-12, year-long**

*Prerequisite: Completion of Spanish 2 with a grade of B- or better and teacher recommendation.*

A continuation of comprehension, speaking, reading, and writing skills, more verb tenses and more sophisticated grammar is studied. Students learn more about Hispanic culture and attitudes via movies, documentaries, magazines, newscasts, culturally authentic materials and short literary works in Spanish. 100% target language is a main focus in this course.

### **Spanish 4-P**

**college prep, grades 10-12, year-long**

*Prerequisite: Completion of Spanish 3 with a grade of B or better and teacher recommendation.*

This course is a continuation of listening, speaking, reading, and writing skills. More detailed grammar is studied, but an emphasis will be placed on using the language in context. Students will learn more about Spanish-speaking countries' cultures and attitudes via movies, magazines, literature, and other culturally authentic materials. This class will be for those who are interested in enhancing their language skills and cultural knowledge, but who do not wish to take the AP exam. 100% target language is a main focus in this course.

### **Stagecraft**

**grades 9-12, year-long**

*Prerequisite: Previous or concurrent enrollment in Performing Arts Foundation class, teacher permission for freshmen or Theatre Arts.*

Stagecraft is a class created to develop and build specific skills within the technical theatre crafts. Students will learn hands on how to do the craft and artistry involved in creating live theatre. Students will learn all the basics and tricks of the trade in makeup, costuming, lighting, crewing, special effects, set construction, scenic artistry, and property creation. Various professionals and guest teachers will be utilized to enrich the course work and material covers. Crewing productions at least once each semester will be a requirement of this class. Offered alternating years with Theatre Design.

### **STEM Capstone-P**

#### **college prep, grade 12, year-long**

*Prerequisite: Senior Engineering or Science Major. Approval of Major advisor.*

Intended for senior engineering and science Majors, the STEM Capstone will require students to build upon all the knowledge and skills acquired through their earlier studies. With the help of a mentor, students will identify an issue or research topic of their choice and construct a solution or explanation using the design process or appropriate scientific protocols. Students will document their work in an online portfolio and ultimately present their solution to a panel of professionals. While acquiring team and project management skills, students will become highly prepared to pursue any post-secondary STEM program or career.

### **Student Government**

#### **grades 9-12, year-long**

*Prerequisite: teacher permission required*

Student Government leadership training is designed for the student interested in learning the basic concepts of democratic government, leadership skill, parliamentary procedures, group processes, leadership practice and planning, and organization. It affords the student the opportunity to develop speaking and writing skills; to improve in courtesy, confidence, poise and appearance; to work with peers of diverse backgrounds and attitudes; to share responsibilities with adults; to consider and work with problems of income and expenditure. Goal setting, decision-making, valuing, time and stress management are included.

### **Study Hall**

#### **grades 9-12, semester-long**

Non-credit study hall is available throughout each school day with access to technology, textbooks, and study hall monitor.

### **Teacher Aide**

#### **grades 10-12, year-long**

*Approval by teacher required*

Help teachers with photocopying, organizing classroom, and other miscellaneous tasks. Student may study during down times.

**Tech Aide****grades 10-12, year-long**

*Approval by admin staff required*

Assist with computer related tasks such troubleshooting software and hardware issues. As well as assist with help desk tickets. Student may study during down times.

**Theatre Arts-P** (formerly Theatre 1)**college prep, grades 10-12, year-long**

*Prerequisites: Performing Arts Foundation*

Theatre Arts students will read and analyze plays from a variety of genres of theatre from the perspective of a critic and/or director. This course will also discuss current events in the theatre world. Students will read plays, write about their analysis, and participate in Socratic Seminars or debates topics raise by plays or in the current theatrical climate in our society

**Theatre Production****grades 10-12, year-long**

*Prerequisite: Previous enrollment in Performing Art Foundation, Stagecraft, Theatre Arts, or equivalent. Students are encouraged to choose a design or technical emphasis and will work one on one with a teacher on productions. Task and titles will be assigned based on experience and the interview application process.*

The Inspire Production Team (Theatre Production) will be a service oriented team created to liaison with Visual & Performing Arts Department clubs to accurately produce and document Major public events. In addition, its members will have the opportunity to design (being giving priority on positions) and manage theatrical events throughout the year for Inspire. Students will also gain valuable computer and design skills working in programs such as Word, Excel, Illustrator and the Internet. The Inspire Production Team will work specifically to help achieve the department's mission: Inspire School of Arts & Science's Visual and Performing Arts Program provides a creative, challenging, and nurturing environment that offers passionate and focused students professional preparation for higher education and life-long learning in the arts.

## **United States History-P**

### **college prep, grade 11, year-long**

This course is required for high school graduation. Students cover Major turning points in American history during the 20<sup>th</sup> century. This course will begin with a review of early American history; from the nation's beginnings up to 1900. Following this, students will engage in an in-depth study of the Progressive Era and WW I, the Jazz Age, the Great Depression, WW II, the Cold War, the Civil Rights Movement, and post-Cold War America. Curriculum includes both content standards and Historical and Social Sciences analysis skills standards.

## **VAPA Digital Portfolio** (formerly Art Portfolio)

### **grades 11-12, year-long**

*Prerequisite: Students must be enrolled as an Art Major and be meeting all of the Art Major requirements, and teacher approval.*

This class will give Art Majors the time to independently create a digital portfolio. Students will learn how to photograph and edit their work to create a personal website that they will be able to use to get jobs, into art colleges and network with other artists. Students will work independently with a very specific task list with hard due dates. Students will learn to write a biography and artist statement, design and create business cards and bio cards as well as using free time to create masterpieces for their portfolio. It is recommended that Art Majors take this class their junior year so that they will be ready to apply for Art colleges their first semester their senior year. A maximum of two VAPA Digital Portfolio students will be allowed per period.

## **Video & Motion Graphics**

### **grades 11-12, year-long**

*Prerequisite: Advanced Audio & Video Production (Video 2), or teacher approval*

*Formerly Video 3*

This course is designed to enable all students at the high school level to understand the basic concepts in audio video manufacturing, understand various manufacturing processes, concepts, and systems. Students will learn more in depth preproduction techniques, advanced production techniques, advanced post-production techniques, mastering production techniques, special effects and animation, careers, and audio video production laws. Students will use Adobe Premiere Pro as well as Adobe After Effects and Adobe Audition to complete their video projects. Students will be expected to work together to film the many Inspire events as well as script, storyboard, direct and film their own news reels, montage videos, concept videos, commercials, independent projects and personal media reels. The course is based on the

California state standards for Career and Technical Education (CTE) in Arts Media and Entertainment to help students develop technical knowledge and skills needed for success in the audio video production industry. The course also includes California's Common Core State Standards as well as some VAPA Visual Arts Contents Standards.

### **Vocal Capstone Project**

#### **grades 11-12, year-long**

*Prerequisite: Teacher permission is required, and students must have completed the foundation and breadth courses.*

In this course students will work with a teacher to develop and complete a year-long project for presentation. Assignments will be given specific guidelines depending on the student interests and field of study, future goals will also be considered. Student will have the opportunity to find, research, design, implement, document, and present a large, in depth project that utilizes all the knowledge, skills, and abilities they have developed thus far. This course can be taken at the same time as Choir or Musical Theatre Performance.

### **Vocal Techniques**

#### **grades 9-12, year-long**

This will be a foundational course for all singers and will include how to find and use your voice, how to read music, sight singing, learning various singing styles, vocal health, performance skills, part singing, basic music theory, working with a live band/pianist/tracks. Students will be able to enter choir, musical theatre and pop band classes knowing how to use their voices, how to read music, and how to sing in parts. They will understand and be able to sing in various musical styles ranging from classical to rock and pop. Course will be required for Choir and Musical Theatre Workshop, unless by teacher approval. It may be taken concurrently with these courses.

### **World History-P**

#### **college prep, grade 10, year-long**

This course is required for high school graduation. Students connect historical events with their effects on the development of culture. The effects of geography on events and people are explored. The course is aligned with state Social Science standards to include: The rise of Democratic Ideals, the American and French Revolutions, the Industrial Revolution, 19<sup>th</sup> century Imperialism, WW I, 20<sup>th</sup> century Totalitarian Dictatorships, WW II, the Cold War, developing

countries and conflict in the world today. Curriculum includes both content standards and Historical and Social Sciences analysis skills standards.

Revised: 3-29-16




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Test Results for:

## Inspire School Of Arts And Sciences School

CDS Code: 04-01424-0120034

Chico Unified School District District

Butte County

SUMMARY REPORT

CHANGE OVER TIME

### Report Options

Select Year:	Select Group/Subgroup:	
2016	All Students (Default)	<b>Apply Selections</b>

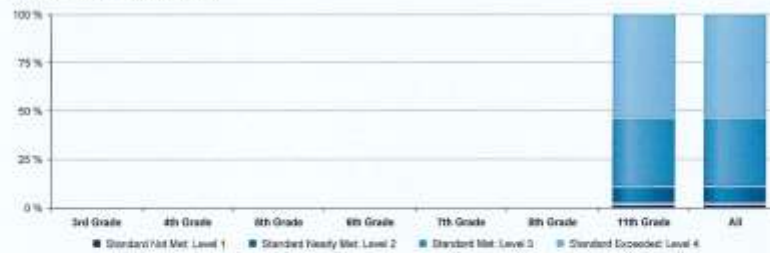
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

### Smarter Balanced Results (2016)

#### ENGLISH LANGUAGE ARTS/LITERACY

##### Achievement Level Distribution


[English Language Arts/Literacy Achievement Level Descriptors](#)

#### All Students (accessible data)

##### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	97	97
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	95	95

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	95	95
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2861.3</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %

[English Language Arts Literacy Scale Score Ranges](#)

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	66 %	66 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %

#### WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %

#### LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %

#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

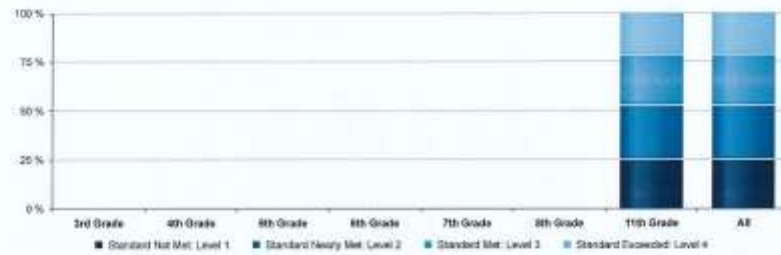
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	73 %	73 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	25 %	26 %

Below Standard   N/A   N/A   N/A   N/A   N/A   N/A   N/A   1 %   1 %

[English Language Arts Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

### All Students (accessible data)

#### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	97	97
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	94	94
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	94	94
<b>Mean Scale Score</b>	N/A	N/A	N/A	N/A	N/A	N/A	2023.0	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %

[Mathematics Scale Score Ranges](#)

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %

Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS:** How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33 % 33 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50 % 50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17 % 17 %

**COMMUNICATING REASONING:** How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29 % 29 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55 % 55 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16 % 16 %

[Mathematics Area Achievement Level Descriptors](#)

**Inspire School of Arts and Sciences  
School Accountability Report Card  
Reported Using Data from the 2014-15 School Year  
Published During 2015-16**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**About This School**

**Contact Information (Most Recent Year)**

School Contact Information	
School Name	Inspire School of Arts and Sciences
Street	335 W. Sacramento Avenue
City, State, Zip	Chico, CA, 95926
Phone Number	530-891-3090
Principal	Jerry Crosby
E-mail Address	JCrosby@chicousd.org
Web Site	<a href="http://www.inspirecusd.org/">http://www.inspirecusd.org/</a>
Grades Served	9-12
CDS Code	04 61424 0120394

District Contact Information	
District Name	Chico Unified School District
Phone Number	530-891-3000
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org
Web Site	www.chicousd.org

#### School Description and Mission Statement (Most Recent Year)

Inspire School of Arts and Sciences, Chico Unified School District's first "in-district" charter, is a college preparation school designed to provide Chico area students with a school structure and curriculum that offers expanded choice, and challenges students academically, while giving them the opportunity to explore, discover and develop their individual educational and career-pathway plans. Recipient of the California Public Charter School's Grant, and staffed with individuals that have significant experience in the creation and implementation of career pathway-based, smaller learning communities, Inspire's entire staff is unified and supportive of the school's vision and mission.

The mission of the Inspire School of Arts and Sciences is to provide high levels of learning and support within a personalized environment that enables students to explore their interests and develop their talents. To accomplish our mission, Inspire offers a learning environment in which: 1. Teachers and other adults know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide the academic and other support each student needs to succeed, 2. Foundational skills in core academic areas are taught through an engaging and rigorous college preparatory curriculum that reveals, through course and program-level integration, connections between academic and career/technical skills instruction, 3. A focus is placed on the application of student skills and knowledge to real-world problems and situations wherever possible, thereby modeling for students how real practitioners, in any career area, approach their craft. 4. All adults promote student academic, social, and emotional well-being, self-efficacy, creativity, imagination, innovation, and independence.

Inspire focuses its career/technical educational components on the California Department of Education's Arts, Media and Entertainment Industries (AMEI) and Science and Engineering-related pathways. Our school enjoys partnerships with CSU Chico's Computer Science, Engineering, Robotics, Kinesiology and Natural Science departments. Inspire is also developing partnerships with community businesses to procure advice about future employment opportunities as well as mentorships and internships for students. These partnerships will provide Inspire with assistance in organizational planning, curriculum, staff development, financial support, and student scholarship opportunities. Inspire's unique schedule, solid academic expectations, highly qualified and adaptable staff, professional and academic partnerships, active parent support, local dedicated CUSD school board and staff, focused and active Inspire Board of Directors, and smaller learning community structure, as well as twelve majors programs create a learning environment that is successfully preparing students for their post-secondary academic and career futures. Inspire has established a culture and structure that has the ability to self assess and modify its program for continual improvement.

#### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	132
Grade 10	119
Grade 11	106
Grade 12	86
<b>Total Enrollment</b>	<b>443</b>

**Student Enrollment by Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.1
Asian	0.9
Filipino	0.7
Hispanic or Latino	13.8
White	75.2
Two or More Races	5.6
Socioeconomically Disadvantaged	33.4
English Learners	0.7
Students with Disabilities	8.1
Foster Youth	1.6

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	27	27	24	
Without Full Credential	2	3	4	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	97.7	2.3
Low-Poverty Schools in District	99.1	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9 and 10. Holt Rhinehart. 2004.</p> <p>Heaney, Seamus. Beowulf: A New Verse Translation (Bilingual Edition). W. W. Norton &amp; Company. 2001.</p> <p>Anaya, Rudolfo. Bless Me, Ultima. Warner Books. 1994.</p> <p>Voltaire. Candide (Bantam Classics). Bantam Classics. 1984.</p> <p>Hesse, Herman. Demian (Dover Thrift Editions). Dover Publications. 2000.</p> <p>Ibsen, Henrik. A Doll's House (Dover Thrift Editions). Dover Publications. 2012.</p> <p>Wharton, Edith. Ethan Frome (Penguin Classics), Elizabeth Ammons. Penguin Classics. 2005.</p> <p>Lunsford, Andrea and John J. Ruszkiewicz. Everything's an Argument. Bedford/St. Martin's. 2009.</p> <p>Shelley, Mary. Frankenstein. Harold Bloom. Signet. 2013.</p> <p>Skolot, Rebecca. The Immortal Like of Henrietta Lacks.</p> <p>Ellison, Ralph. Invisible Man.</p> <p>Shakespeare, William. Macbeth.</p> <p>Shakespeare, William. A Midsummer's Night Dream.</p> <p>Wiesel, Elie. Night.</p> <p>Steinbeck, John. Of Mice and Men.</p> <p>Hemingway, Ernest. The Old Man and the Sea.</p> <p>Ruesabagina, Paul. An Ordinary Man.</p> <p>Guest, Judith. Ordinary People.</p> <p>Turner, Lisa Ray. Pauvre Anne.</p> <p>Ray, Blaine. Pobre Ana.</p> <p>Bryce, Courtenay. The Power of One.</p> <p>Goldman, William. Princess Bride.</p> <p>Faulkner, William. Sound and the Fury.</p> <p>Hosseini. Thousand Splendid Suns.</p>	Yes	0



Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Lee, Harper. To Kill a Mockingbird.		
<b>Mathematics</b>	Algebra 2 Text: CPM for Algebra 2. 2015-2016.  Integrated Math 1 Text:: Core Connections Integrated 1: Vol. 1  Integrated Math 2 Text: Core Connections Integrated 2: Vol. 2  Calculus Text: Stewart. Single Variable Calculus, AP edition, Early Transcendentals with Vector Function, 7E. Brooks/Cole. 2012  Algebra II Text: Core Connections course 3 CPM: College Preparatory Mathematics 2013.  AP Statistics Text: The Practice of Statistics 4th Edition. Starnes, Yates, Moore  Pre-Calculus Text: Precalculus with Trigonometry Concepts and Applications, Student Edition. Key Curriculum Press. 2012.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Chemistry Text: Chemistry, Visualizing Matter. Holt, Rinehart &amp; Winston. 2000.</p> <p>Physics Text: Conceptual Physics. Addison-Wesley. 1998.</p> <p>Anatomy/Physiology Text: Hole's Anatomy/Physiology. McGraw Hill (12th Edition).</p> <p>Integrated Science Text: Integrated Science, Stockton Unified School District.</p> <p>AP Biology Text: Mader, Sylvia and Michael Windelspecht. AP Edition of the 12th Edition "Biology" This edition is designed specifically for the AP Biology course (from College Board).</p> <p>Bio Tech Text: Biotechnology. Bio-Rad Laboratories. 2011.</p> <p>Chemistry: Chemistry - California Edition. Pearson Prentice Hall. 2006.</p> <p>Physics Text: Chiaverina, Christopher, Diane Riendeau, Kenneth W. Ford, Paul G. Hewitt, Phillip R. Wolf. Conceptual Physics: The High School Physics program. PRENTICE HALL. 2009.</p> <p>AP Environmental Science Text: Environmental Science: Earth as a Living Planet. Wiley. 2010.</p> <p>Biology Text: Modern Biology. Harcourt, Holt, Rinehart &amp; Winston. 1999.</p> <p>Integrated Science Text: Integrated Science.</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>US History Text: . The Americans. Reconstruction through the 20th Century. World History, Modern World History. McDougall Littell copyright 2006.</p> <p>APUSH Text: 1) David E. Shi , George Brown Tindall. A.P. American; A Narrative History. W. W. Norton &amp; Company; 2) Brinkley, Alan. American History. McGraw Hill Education. 2014; 3)</p> <p>AP Gov Text: AP Government and Politics: United States, 15th Edition (Pearson Education AP Test Prep Series) (Government in America People, Politics, and Policy) Longman. 2011</p> <p>Economics Text: O'Sullivan, Arthur and Steven, M. Sheffrin. Prentice Hall Economics: Principles in Action, Student Edition, 3rd Edition. PRENTICE HALL. 2004.</p> <p>Government Text: Government in America: People, Politics, and Policy (AP Edition), 15th Edition. Pearson Prentice Hall. 2011; McClenaghan, William A. Magruder's American Government. PRENTICE HALL. 2006.; The United States Constitution: What It Says, What It Means: A Hip Pocket Guide. JusticeLearning.org. Oxford University Press. 2005.</p> <p>World History Text: Krieger, Larry S. and Linda Black , Roger B. Beck Modern World History: Patterns of Interaction, California Edition. MCDUGAL LITTEL. 2005.</p>	Yes	0
<b>Foreign Language</b>	<p>Spanish Text 1-4: Met, Myriam Met and Peggy Palo Boyles , Richard S. Sayers Realidades 1. Pearson Prentice Hall. 2011.</p> <p>French 1-4. D'accord I 1-3 Langue et culture du monde francophone. Vista Higher Learning (2015)</p> <p>Baker, Katie. La Llorona De Mazatlan 3-6</p> <p>Saint-Exupery, Antoine de. Le Petit Prince. La meilleure vente de l'histoire des enfants (illustre). CreateSpace. 2012.</p> <p>Tyrner et Blaine, Lisa Ray. Le Voyage de sa vie.</p>	Yes	0
<b>Health</b>	On line curriculum through teacher Justin Peek.		0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	<p>Dancers are provided with dance floor, dance bars as well as multi-media materials. All students in the orchestra have instruments as well as sufficient music and support materials.</p> <p>Digital Art: Duarte, Nancy. slideology: The Art and Science of Creating Great Presentations. O'Reilly Media, 2008.</p> <p>Recording Arts Text: Owsinski, Bobby. The Mixing Engineer's Handbook, 2013.</p> <p>Musical Theater: Harvard, Paul. Acting With Song. Nick Hern Books, 2014</p> <p>Theater: Stanislavski, Constantin. Actor Prepares. Theater Art Books. 1948.</p> <p>Music: White, Paul. Basic Live Sound (The Basic Series). Music Sales America, 2006.; Essentials of Music Theory: Complete Book: Complete Book &amp; CD-ROM (Texas Edition). Alfred Publishing Company, 2004.; Duarte, Leonard. The Practice &amp; Understanding of Harmony.</p> <p>Theater Design: Gillette, J. Michael. Theatrical Design and Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup. McGraw-Hill Education. 2012.</p>	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	In the implementation of the school, sufficient lab equipment has been purchased for Chemistry, Biology, and Physics and Integrated Science.	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

School is safe, clean and facilities are adequate. Facilities are inspected yearly by the insurance inspectors, fire inspectors and CUSD facilities personnel. Facilities are maintained in accordance with all safety requirements, and CUSD facilities personnel work to maintain the aesthetics and working order of the facilities as well.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	IC 8 broken floor tile (WC #37038)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Ramps outside bathrooms need paint (WO #37037).
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	91	48	44
<b>Mathematics</b>	48	41	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>11</b>	100	98	98.0	1	7	38	53
<b>Male</b>	<b>11</b>		43	43.0	2	5	37	56
<b>Female</b>	<b>11</b>		55	55.0	0	9	38	51
<b>American Indian or Alaska Native</b>	<b>11</b>		1	1.0	--	--	--	--
<b>Hispanic or Latino</b>	<b>11</b>		12	12.0	0	25	33	42
<b>White</b>	<b>11</b>		83	83.0	1	5	36	57
<b>Two or More Races</b>	<b>11</b>		2	2.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11		31	31.0	3	6	26	65
Students with Disabilities	11		7	7.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	100	97	97.0	14	37	35	13
Male	11		43	43.0	7	35	42	16
Female	11		54	54.0	20	39	30	11
American Indian or Alaska Native	11		1	1.0	--	--	--	--
Hispanic or Latino	11		12	12.0	17	58	25	0
White	11		82	82.0	12	34	38	16
Two or More Races	11		2	2.0	--	--	--	--
Socioeconomically Disadvantaged	11		31	31.0	19	39	29	13
Students with Disabilities	11		7	7.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	80	89	81	66	67	64	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64
All Students at the School	81
Male	84
Female	78
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	84
White	82
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	84
Foster Youth	--

Note: Scores are not shown when the number of students tested is two or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Career Technical Education Programs (School Year 2014-15)**

Inspire offers twelve majors - concentrations of study/pathways - that prepare for career or work. They are 1) Visual Art, 2) Dance, 3) Engineering, 4) Instrumental Music, 5) Musical Theater, 6) Science, 7) Theater Performance, 8) Technical Theater, 9) Vocal Music, 10) Digital Media Arts, 11) Recording Arts and 12) Humanities; in addition, we have four CTE pathways: Engineering, Performing Arts, Digital/Video Arts, and Production Managerial Arts.

Each of the majors has a blend of requirements to include academic and elective courses related to the major or pathway. Each CTE pathway has an introductory course, a concentrator course and a completor course. Within the Arts pathways there are various foci for students to choose.

All majors and pathways are open for declaration to all students on campus, and we will make accommodations when necessary. They are measured by portfolio, performance, completion of sequence and grades.

**Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of pupils participating in CTE	11
% of pupils completing a CTE program and earning a high school diploma	18.2%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.77
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	43.16

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	67	85	84	59	62	42	57	56	58
Mathematics	58	70	70	66	65	45	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	39	29	32	34	46	20
All Students at the School	16	32	51	30	54	16
Male	15	42	43	26	56	19
Female	17	24	59	34	53	14
Hispanic or Latino	24	14	62	14	71	14
White	14	37	49	34	53	13
Socioeconomically Disadvantaged	19	37	44	34	55	10

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.60	31.10	17.00

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school/site.

**Opportunities for Parental Involvement (Most Recent Year)**

Parents can become involved in school activities by contacting the office at 891-3090. Parents can also contact members of the Inspire Foundation Advisory Board to see about ways they can become involved in the activities of the school. Contact the president, Sharon Demeyer at, inspirefoundationchico@gmail.com. The principal sends out a weekly newsletter to all parents and students with invitations to become involved as well. Parents are invited to volunteer for specific events, e.g. a musical theater production or an engineering open house. Parents have also been involved in several LCAP meetings to provide feedback about how the school's resources are being allocated for programs.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.



**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.00	0.00	1.00	10.30	6.50	7.20	13.10	11.40	11.50
Graduation Rate	90.00	98.92	96.97	85.29	88.11	88.08	78.87	80.44	80.95

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

Group	Graduating Class of 2014		
	School	District	State
All Students	100	90.87	84.6
Black or African American	200	87.5	76
American Indian or Alaska Native	50	72.22	78.07
Asian	100	84.09	92.62
Filipino		75	96.49
Hispanic or Latino	100	88.64	81.28
Native Hawaiian/Pacific Islander		150	83.58
White	98.73	93.28	89.93
Two or More Races	200	77.78	82.8
Socioeconomically Disadvantaged	100	62.14	61.28
English Learners		62.69	50.76
Students with Disabilities	103.85	87.76	81.36
Foster Youth	–	–	–

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.58	2.38	3.24	6.43	5.36	3.44	5.07	4.36	3.80
Expulsions	0.22	0.43	0.22	0.31	0.28	0.25	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

Inspire School of Arts & Sciences – School Safety Plan

The School Safety Plan is updated annually in accordance with SB 187. This plan's key elements include specific and detailed procedures for dealing with traumatic incidents, threat of imminent danger (Code Red), evacuation, relocation, civil defense, bomb threats, earthquakes, chemical spills, crime in progress, and fire/explosion. The plan includes guidelines for collaboration with emergency services. Staff and students, as per state law, practice emergency plan and evacuation procedures regularly.

The plan also contains student behavior guidelines, including policies to reduce truancy, resolve conflict, and increase students' engagement with school.

Inspire School of Arts & Sciences administrators and campus supervisors work closely with the Chico Police Department and Butte County Probation Department to maintain a safe campus atmosphere for all students on a daily basis.

The plan is updated annually and a copy may be viewed by request at the Inspire office.

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

##### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

##### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

Note: Cells with N/A values do not require data.

##### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	5	7	7	22	11	8	3	23	6	14	2
Mathematics	25	5	6	4	26	3	12	3	24	7	11	
Science	26	3	9	1	26	5	6	2	23	6	8	1
Social Science	26	4	3	6	21	6	9		24	5	6	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	314
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist	1.25	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,722	\$320	\$7,402	\$55,330
District	N/A	N/A		\$62,700
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	46.3	-29.4

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

Inspire School of Arts and Sciences is a public California Charter High School. The school receives the LCFF funding, per ADA, that public schools receive plus additional funds through the Career and Technical Education Grant and Common Core Grant.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,541	\$43,062
Mid-Range Teacher Salary	\$53,749	\$67,927
Highest Teacher Salary	\$85,671	\$87,811
Average Principal Salary (Elementary)	\$90,079	\$110,136
Average Principal Salary (Middle)	\$102,761	\$115,946
Average Principal Salary (High)	\$101,472	\$124,865
Superintendent Salary	\$170,000	\$211,869
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/ca/>.

**Advanced Placement (AP) Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	6	1.0

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

The primary areas for staff development are: 1) Training for transition to the Common Core using outside workshops, ABEO and Understanding by Design; 2) Formative assessment as instruction; day to day and minute to minute; 3) Development of learning targets for every discipline; 4) Further development of Common Assessments; 5) Use of student achievement data to inform instruction in the core disciplines; 6) College Preparation Project; 7) Project Lead the Way; and 8) Career and Technical Education.

Professional Development is primarily delivered via the professional learning communities on site. It is complimented by cross-site collaboration, and when needed educational conferences. Teachers this year will continue to observe their colleagues with a focus on instructional techniques related to formative assessment and transition to the Common Core.

Teachers are supported through observation of their peers, principal and assistant principal observation and feedback, and student data reporting. Inspire's teaching staff place focused observation of their peers in high priority as they know, by observing each other, they can collaborate to enhance and improve student instruction and learning.

**SELF-STUDY VISITING COMMITTEE REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**INSPIRE SCHOOL OF ARTS & SCIENCES**

**335 West Sacramento Avenue**  
**Chico, CA 95926**

**Chico Unified School District**

**February 24 to 26, 2014**

**DRAFT**

**Visiting Committee Members**

Kim Dieter, Chairperson  
Teacher, Herlong High School

Cathy Armstrong  
Teacher, University Preparatory School

Guadalupe Romo-Zendejas  
Child Development Consultant, California Department of Education

Marcie Costantini  
Supervising Teacher, retired

## Chapter I: Student/Community Profile

Located in Chico, California, a city of over 87,000 in Butte County, Inspire School of Arts and Sciences serves approximately 440 students in grades 9 through 12. Creative, artistic students who love to sing, dance, act, paint, design a robot or “throw” a ceramic bowl attend Inspire School of Arts and Sciences. Inspire believes that artists can be great scientists and scientists can be great artists. The students thrive at this small school with a more personalized environment than larger comprehensive high schools in the area. Inspire offers many classes that have been downsized or eliminated at other area schools such as dance, drama, musical theater and instrumental and vocal music. Inspire School of Arts and Sciences provides a hybrid A/B schedule which allows flexibility in the class schedule for visual and performing arts (VAPA) and STEM students.

The racial makeup mirrors the community with a student population of 79.4% White, 11.2% Hispanic, 1.9% Black or African American, 1.2% Native American, 1.6% Asian, 0.7% Filipino,

0.2% Pacific Islander, 5.65% from other races and 2.3% from two or more races. During the past three years, the number of students receiving free or reduced lunches ranged from 22.4 to 31.4%. Three percent of the students speak a language other than English at home. During the 2012-13 school year, there were three English Language Learners. The median income for Chico residents is \$29,359 and the median income for a family is \$43,077.

After opening in the fall of 2010, the number of students at Inspire School of Arts and Sciences increased from the initial enrollment of 272. As the number of students increased from 2010, the number of teachers increased from 13 to 24.

The average daily rate of attendance averaged approximately 94% over the past three years. The tardy rate ranged from 1.5 to 1.9% while the truancy rate dropped from 2.0% to 1.2%. The graduation rate for 2011-2012 was 98.0%. 30.6% of the graduating seniors completed the UC a-g requirements in 2012-13

The API Base Score was 848 in 2011 and slightly lower at 827 in 2012. The API Growth Score ranged from 850 in 2010-11 to 825 in 2011-12 and to 845 in 2012-13.

**STUDENT ACHIEVEMENT**

**DATA Academic Performance**

**Index (API)**

**School wide API**

	API Base Data				API Growth Data		
	2011	2012	2013		10-11	11-12	12-13
Base API Score	848	827		API Growth Score	850	825	845
Growth Target	A	A		Actual Growth		-23	18
Statewide Rank	9	8					
Similar Schools Rank	4	4					

**Subgroups**

**White (Not Hispanic)**

	API Base Data				API Growth Data		
	2011	2012	2013		10-11	11-12	12-13
Base API Score	848	840		API Growth Score	850	840	855
Growth Target	A	A		Actual Growth		-10	15

**Socioeconomically Disadvantaged**

	API Base Data				API Growth Data		
	2011	2012	2013		10-11	11-12	12-13
Base API Score	810	773		API Growth Score	818	770	827
Growth Target	A	5		Actual Growth		-40	54

**Adequate Yearly Progress (AYP)**

Met AYP Criteria	English Language Arts (ELA)	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API ~ Additional Indicator for AYP	Yes	
Graduation Rate	N/A	

Students at Inspire consistently perform better than the state average on the English Language Arts, Science and History/Social Science STAR Tests. Inspire students also scored above the state average on English and math CAHSEE tests. Students have the option of taking six different Advanced Placement (AP) courses. The overall pass rate for the AP exam was 88.3% in 2013.

The staff at Inspire School of Arts and Sciences meets each Wednesday morning in professional learning teams or in advisory teams. Most professional development is focused on identified student learning needs.

## **Chapter II: Progress Report**

Inspire School of Arts and Sciences received a charter in 2009 and filed an initial request for accreditation. The first Visiting Committee evaluated the school in the spring of 2011. Accreditation was granted in 2011 with a revisit scheduled for the spring of 2014.

The Visiting Committee recommended eight critical areas for follow-up.

### **Critical Areas for Follow-up** (*WASC Committee Evaluation Report 2010/11*)

1. Continue to implement strategies to meet student achievement goals and foster a culture of continual improvement.
2. Add Fine Arts and Engineering programs in the 2011/2012 school year.
3. Continue to develop a collaboration model for implementing a strong, project-based, integrated curriculum component and closely monitor student learning.
4. Develop our mentor program and internship opportunities for Inspire juniors.
5. Expand advisory/tutorial seminar offerings to enrich student experiences and to assist all students in meeting high learning expectations and graduation requirements.
6. Identify a permanent facility.
7. All Inspire stakeholders should be involved in an ongoing process to integrate the vision, mission, and SLO's into the fabric of the school.
8. Inspire staff should use all initial assessment data to establish baselines and create meaningful student achievement goals.

To address the critical areas:

Inspire added a new assistant principal in 2011 and increased the office support staff. In 2011-12, Inspire became a four-year high school by adding a senior class.

A modified A/B block schedule with an Advisory period was developed.

To improve students' performance in math, pacing guides were established. An Algebra Readiness class and a new math position were added. The Algebra 1 text was changed and now Algebra 1 classes meet each day.

Multi-tiered student intervention strategies have been created and implemented.

Instructors participate in the Assessment for Learning Program (AFL) and utilize ABEO strategies.

Student Pathway and Focus programs have been developed using the CTE pathway model. The number of AP classes has increased each year.



Inspire is preparing for transition to Common Core through workshops, trainings and inservices.

In 2012, Inspire was nominated by North State Innovate for the Innovative Educator of the Year award.

Next-Ed provided funds for teachers to teach Introduction to Engineering Design and Biotechnical Engineering. Inspire received a grant for Project Lead the Way (PLTW) students. The PLTW and science programs partnered with Samsung, Verizon, Asurion and California State University, Chico, to provide classroom materials.

The science curriculum includes integrated science, biology, chemistry, physics, anatomy and physiology and AP environmental science.

The engineering department is in its third year of implementation of a four-year elective engineering program.

A department chair position for the VAPA department was established. The VAPA department continues to expand with three additional director positions and new facilities and classrooms.

Inspire students participate in the Sojourn to the Past program.

Inspire uses a modified Full Inclusion Model to deliver services to students with an IEP. French 3 and 4 were added as class offerings.

The language arts department has focused its attention on the development of strategies to improve performance on Early Assessment Program exams.

A small quad area was built on the Inspire School of Arts and Sciences campus. Beautification plans are being implemented.

Inspire has increased the course offerings in many departments and significantly upgraded the technology infrastructure.

## **Chapter III: Self-Study Process**

Inspire School of Arts and Sciences:

### Core Principles:

- A personalized environment where students are well-known by adults in the school
- A rigorous curriculum, with high expectations for all students and an explicit focus on post-secondary education preparation
- A structure and curriculum which supports the development of both the head and heart and encourages students to see their future as one of unlimited possibilities
- A strong connection with the community and local neighborhood
- A strong connection to local institutions of higher learning
- A learning environment that is physically and emotionally safe and nurturing
- A system of academic support to enable all students to attain the curriculum
- Enrichment opportunities for all students
- Service-learning, internships, and mentorships
- Empowered Educators
- Parent involvement

### **Vision and Mission Statements**

#### **Mission:**

The mission of the Inspire School of Arts and Sciences is to provide high levels of learning and support within a personalized environment that allows students to explore their interests and develop their talents.

To accomplish this mission, Inspire's vision is to provide learning opportunities for all students designed to do the following:

1. Create a learning environment in which teachers, staff and other adults know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide academic and other support each student needs to succeed.
2. Provide foundational skills in core academic areas through an engaging and challenging college preparatory curriculum.

3. Focus on applying skills and knowledge to real-world problems and situations wherever possible, thereby modeling for students how real practitioners (such as scientists, historians, physicians, legal experts) approach their craft.
4. Promote student academic, social, and emotional well-being, self-efficacy, and independence.
5. Provide opportunities for acceleration and enrichment, through partnerships with Butte College and CSU Chico. These partnerships may team high school and college teachers in designing and teaching curriculum, and will allow students to obtain college credit through articulation agreements.
6. Foster deep and ongoing engagement with parents, families, and community members. This will be accomplished through such activities as parent and community advisory groups, community and parent mentorships, opening classrooms and labs for activities that engage parents, students, faculty, and community members, and performances and outreach activities into the community.
7. Create a professional learning community among teachers, administrators, and other school leaders (both at the school site and within the district at large) that emphasizes cooperative professional learning.
8. Maintain a focus on promising educational practices and on the conditions necessary to bring about change in the learning skills, achievement, and success opportunities of historically underserved learners.
9. Enable students to become self-motivated, competent, and life-long learners.
10. Provide an environment where student creativity is valued and encouraged.
11. Create a school structure and course offerings that connect personal interests and skills in the areas of performing arts/visual arts and engineering to core content and instruction to enhance academic performance.

All staff and stakeholders participated in the Self-Study including administrators, teachers, staff, students and parents. The Leadership team developed the first three chapters of the Self-Study. Departments served as Home Groups to read and respond to the first three chapters. Home Groups validated the information and added information relative to their instruction areas. After a review of the data, “Questions raised from the Data” were developed by the Home Groups.

Four focus groups formed with the titles of organization, curriculum and instruction, assessment and accountability and school culture. A chair, writer and evidence-gather were selected for each focus group. Focus group membership included staff members with input

from students. Interested parents and community members joined the parent home group. All groups regularly met to develop and review the Self-Study.

After discussion by the staff during the summer retreat, the WASC School Wide Action Plan was incorporated into the Single Plan for Student Achievement. This will ensure an alignment to Inspire's annual report, a document that summarizes the progress on the annual measurable objectives, the school plan and the WASC Action Plan.

The stakeholders addressed each Critical Area for Follow-up outlined by the WASC Visiting Committee in 2010-11. Progress on each Critical Area was fully described in the Self-Study. Data from regular student, parent and staff surveys was discussed as part of the focus group meetings. The final draft of the Self-Study was submitted to the focus groups for evaluation and input.

The challenge for Inspire School of Arts and Sciences is maintain a high level of expectations in the academic and pathway classrooms while building its program structures, student support systems, staff and postsecondary/community connections.

As part of the Self-Study Process, Inspire developed five school goals that serve as the school Action Plans. These Action Plans align with the school's areas of need. Inspire has a strong accountability system for monitoring the accomplishment of the Action Plans. The Chico Unified School District approved the Action Plans.

## **Chapter IV: Quality of the School's Program**

### **Part A: What Currently Exists**

#### **CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

##### **A1. Organization Criterion**

Inspire School of Arts and Sciences mission is to provide high levels of learning and support within a personalized environment that allows students to explore their interests and develop their talents. This vision articulates the values the school embraces and the actions it takes to provide students with a rich educational experience rooted in high expectations for learning, the schoolwide learning outcomes, creativity, innovation and imagination. The school values connections between student, staff, and families, so the setting is kept small intentionally to ensure that these connections can be made.

Inspire has incorporated an advisory period into its schedule as a place for students to make connections. Each teacher assumes an advisory and loops through the four years with the same group of students. When a student graduates, it is their advisor who hands them their diploma.

This year a small group of “founding” staff began discussion about the Inspire’s priorities for educational programs, about how to clearly communicate to the community the value of Inspire. This has resulted in re-focusing on Inspire’s mission and vision, and in the development of a focus group to investigate the changes needed and bring recommendations back to staff and the Board for changes to solidify the focus and direction of Inspire.

##### **A2. Governance Criterion**

Inspire’s board has policies and bylaws that are aligned with the school’s purpose and support the achievement of learner outcomes and standards based on data-driven instructional decisions for the school; delegates implementation of these policies to the professional staff; and monitors and approves the single plan for student achievement and its relationship to the Local Educational Agency (LEA) plan.

Policies and procedures regarding the selection, composition and specific duties of the board are contained in the Charter as well as in the Inspire Board of Directors By-laws. Staff understands that all employee positions and major fiscal decisions are approved by the Board.

The principal provides a monthly report to the Board, which provides data enabling the Board to make informed decisions. This report includes data related to the discussions among faculty regarding mission, vision and educational program. Parents are encouraged to attend meetings which are held on campus.

The Board has clear complaint and conflict resolution procedures as articulated in the Charter.

### **A3. Leadership and Staff Criterion**

Student achievement data is used to make decisions and initiate activities that focus on all students achieving the SLO and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

#### **Broad-Based and Collaborative**

Inspire has several effective methods to ensure stakeholders, are welcome and involved with the planning processes of the school. These include, but are not limited to, principal e-mail updates and communications, staff meetings, surveys, student advisory periods, task-force, collaboration with stakeholders and community members.

#### **School Plan Correlated to Student Learning**

The Single Plan for Student Achievement is created with consideration of faculty feedback, staff input, and available academic achievement data. The plan is generated from data analysis and directly related to school-wide general practices of differentiation and response to intervention as found in Inspire's charter petition.

#### **Correlation between All Resources, Schoolwide Learner Outcomes, and Plan**

Resources are allocated directly to the goals of the Single Plan for Student Achievement.

### **A4. Leadership and Staff Criterion**

Qualified staff facilitates achievement of the academic standards and the SLO through a system of preparation, induction and ongoing professional development.

#### **Employment Policies and Practices**

Inspire maintains policies and practices related to all faculty, classified support positions, and consultants. This includes minimum qualifications, preferred skill sets, and desired areas of proficiency.

#### **Qualifications of Staff**

Job descriptions and “Highly Qualified Teacher” expectations are used to analyze the qualification of potential candidates. The hiring process is supported with support staff and conducted in collaboration with the Chico Unified School District human resources staff.

### **Maximum Use of Staff Expertise**

Staff is assigned based on their areas of expertise that meet the needs of the school. These needs are identified using student achievement data, faculty feedback, staff surveys, parent communications, and effectiveness of differentiation and RTI practices.

New staff attend new teacher training and are assigned a mentor, more experienced staff are partnered with existing staff to orient them to the workings of the school. The administration is developing checklists of new staff needs. The plan is to survey faculty and staff hired in recent years on ways Inspire can improve the orientation practices to ensure staff is properly trained to meet expectations.

### **Defining and Understanding Practices/Relationships**

Protocols and guiding documents address staff responsibilities and expectations of administrators. As Inspire has grown, areas of improvement have been identified and job responsibilities have shifted or evolved. A process for reviewing job descriptions and compensation levels that address the identified areas of need is under development.

### **Internal Communication and Planning**

Staff meetings are used to solicit feedback to inform future decisions, committees are formed as needed to address school-wide issues and report back to administration and the Board. Planning is conducted collaboratively using weekly professional collaboration time for faculty. Faculty also plan academic scope and sequences, collaborate regarding grade-alike advisory activities, coordinate visual and performing arts events, as well as create learning targets and review common assessment results.

The conflict resolution practices are both preventative and responsive. Use of written norms ensures that all voices are valued and that staff collectively owns decisions. Responsive conflict resolution practices involve revisiting norms and identifying which norms have not been adhered to and where improvement is needed. For egregious conflicts, mediation is facilitated by an administrator and the California Standards for the Teaching Profession (CSTP).

### **Staff Actions/Accountability to Support Learning**

The Inspire norms value collaboration, consensus decision-making, and collective ownership and accountability of problems and solutions. The norms have been consistently implemented since the founding of the school, and are revisited at staff meetings which include discussions

around how we can better serve our school community, leading towards increased engagement and student learning. Faculty also participates in internal professional development sessions, “Assessment for Learning” and ABEO, which consists of monthly collaborative meetings and peer observation. Participating faculty debrief the observation of lessons with their peers noting what students were doing, and what teaching strategies were in place and effective. Mathematics, Science and Language Arts teachers teach at least one course-alike subject with another teacher. This method creates structured ways for faculty to initiate the Professional Learning Communities model and compare results of assessments to make data driven decisions.

### **Evaluation of Existing Processes**

The evaluation of student learning constant and ongoing, teacher are expected to use formative assessment practices. The administration is using formative practices to address critical learning needs of the school as they shift throughout the school year.

A formal review is conducted annually reviewing the Single Plan for Student Achievement. Every five years the charter petition is up for review and renewal.

Presentations are made to the boards of both Inspire and Chico Unified School District regarding comparative assessment results within the Chico community as well as longitudinally. Additionally, Inspire is presently looking into evaluation processes related to the requirements of Common Core standards as it may affect graduation requirements. Faculty and staff have developed pathways/majors, and continue to expand of the available pathways/majors. The Board is also looking further into defining what it means to be “career and college ready”.

### **A5. Leadership and Staff Criterion**

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

### **Support of Professional Development**

Inspire provides effective internal professional development through a team of teacher-leaders providing guidance and facilitation for faculty to conduct structured classroom observations as well as debriefing strategies. Teacher-leaders trained through the ABEO school-change professional development have trained the rest of the staff. Staff provides in-service sessions and presents best-practices during staff meetings.

### **Supervision and Evaluation**

Supervision strategies for faculty include classroom observations, one on one check-ins, classroom walkthroughs, three year plans, UC a-g course review, and curriculum scope and sequence review. Supervision of all staff is ongoing and periodic in nature. Significant levels of coaching and support are provided in the direction of overall improvement in the performance of specific job duties.



The Principal is evaluated by the Inspire Board of Directors. Evaluation for faculty and staff is conducted annually and consists of self-evaluation, supervisor-evaluation, goal-review, goal- setting, and a performance review.

### **Measurable Effect of Professional Development**

Staff is focused on best practice in instruction and student learning with a commitment to AFL as instruction. ABEO was added to that focus as we found it to be consistent with the standards and expectations of the Common Core. Staff believes continued focus on best practice in instruction using AFL and ABEO has helped to maintain high achievement results while significantly improving scores in Math.

Teachers' participation in AP conferences has resulted in the improvement of both the number of students participating as well as the number of students passing with a three or better. Indirect measurement of AFL, ABEO, and sharing best-practices can be measured by the California Standardized Tests from 2010-2013. As a result of California not providing any measurable outcomes from the new MAPP assessment pilots for growth data, Inspire will pursue local assessments to provide comparable data points.

### **A6. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program to support students.

#### **Allocation Decisions:**

Resources are allocated, through the oversight of the Board, to support Inspire's mission. Resources are steered to program development, purchasing materials, teacher instructional support and long-term development, and facility improvements.

#### **Practices:**

Inpire's budget is developed collaboratively by the Fiscal Manager, the Principal, and staff. The Board reviews, revises, and approves the budget. The approved budget is then rolled into the CUSD budget as a separate fund. Inspire is audited annually by the district's external auditors. They are also required to do first and second interim budget reports utilizing the same timeline as CUSD. Inspire's ASB accounting is done by the Fiscal Manager and audited annually. All financial transactions are conducted with quality business and accounting practices to ensure protections against the mishandling of public funds.

#### **Facilities**

Finding an appropriate facility was a challenge, the original plan to move the campus was scrapped due to costs. It was decided that funds would be invested in improving the existing location and to add some additional refurbished portables. The facility is governed by the

Facilities Use Agreement and Memorandum of Understanding with CUSD. The unmet facility needs include larger common spaces and space for student gatherings.

**Instructional Materials and Equipment**

Every classroom has textbooks and instructional supplies for every student. Study halls are held in computer labs so all students have access to computers. The Inspire Foundation has provided funding to help keep software and hardware technologies as up-to-date as possible. Technology is supported through a MOU with CUSD.

**Well-Qualified Staff**

Inspire is able to supplement their credentialed teachers with talented and experienced community members that share their knowledge and enthusiasm in certain elective classes. The teachers attend workshops and conferences, district-wide collaborations, and on-site collaboration to provide professional development. Inspire is committed to providing professional development relevant to the transition to the Common Core.

**Long-Range Planning**

A task force was convened by the Board to gather the data for determining a vision for the long- term sustainability. A Mission/Vision focus group helps to determine the coordination of resources that support student learning and SLO.

**A7. and A8. Resources Criterion [Charter Schools only]**

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting.)

**Long-range Financial (and other Resources) Plan**

Inspire’s focus has shifted from implementation of the vision and mission, to refining and making long-range plans that align with the vision and mission. The school is working on reviewing data that projects costs to project fiscal solvency at least three years out. This year discussion will continue to focus on long range planning that aligns to the mission and vision.

**Regular Accounting and External Audit Procedures**

Inspire is audited annually as part of CUSD’s annual external audits.

**Budgeting Process-Transparency**

For the 2013/2014 fiscal year, Inspire administrative staff has collected information from staff and the CUSD staff to develop the budget. The proposed budget is reviewed by CUSD staff and approved by the Board.

### **Adequate Compensation, Staffing, Reserves**

Most Inspire staff are paid according to district salary schedules, there are a few unusual positions that don't have district equivalents, and those positions are reviewed as to job title, job descriptions, and salaries. It is Inspire's goal to reassess teacher salaries to ensure they are being compensated adequately.

### **Marketing Strategies**

Inspire uses billboards, newspaper advertisements, and website information to promote awareness of the application period. Information is also included in the CUSD's brochure outlining the public school options available to Chico students. The school is working on preparing and distributing materials that represent our educational programs to the community at large.

### **Stakeholder Involvement**

A Financial Sustainability Task Force was formed and will be discussing, among other things; teacher compensation and benefits. The Inspire Foundation has done fundraising to support school needs. Additionally, staff has met with a professional Fundraiser to begun exploring options. The Inspire Board has direct involvement in Inspire through discussion and votes at meetings.

### **Informing the Public and Appropriate Authorities**

Most of Inspire's governmental reporting is done by CUSD staff. Parents, students, board members, and other interested parties receive e-mails from the principal's which address a variety of areas and include resource needs.

### **Adequacy of Reserve Funds**

The Board has established a revenue reserve of 10%, which has been exceeded on a yearly basis.

### **Decisions-Schoolwide Learning Results**

Educational programs at Inspire include performing arts, fine arts, technical theater, engineering, robotics/electronics, and music. Resources are allocated to these programs as well as to our academic core classes. The school responds with resource allocation to meet student learning need. Additionally, Inspire has been provided an allocation from the state for transition to the Common Core standards and the Board has devoted funds to professional development related to transition to the Common Core.

**CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

**Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):**

Inspire has a strong organizational set up. The development, implementation, and sustainability of the vision and mission is a continuing schoolwide effort that is embraced by staff, students, and other stakeholders.

Board policies and bylaws support the achievement of the Student Learning Plan and all are aligned vision and mission. It is very evident that the profession administrative and instructional staff has been empowered to implement the agenda of the school.

Faculty is highly qualified and motivated to participate and develop professional development opportunities for insuring that all students receive the support for academic standards and SLO.

**Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources(if any) that need to be addressed to ensure quality education for all students:**

Although it is apparent that teachers and staff know and embrace the vision and mission, we found that there was no information provided through printed documentation for recruitment and orientation for newly hired staff.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

Inspire School of Arts and Sciences Charter

Inspire Mission Vision Statement

Single Plan for Student Achievement

Inspire Student/Parent Handbook

Inspire Board of Directors Policies, Procedures, & By-laws

Board meeting agendas and minutes.

Inspire has directed the resources such as hiring math intervention teacher, provided direct instruction and online supplemental curriculum, expanded Algebra 1 course to a “double-block” in response to low achievement levels in mathematics.

**Defining relationships**

1. Charter petition
2. Employment Contract
3. Employment Handbook
4. Inspire Meeting Norms
5. Student & Parent Handbook

## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **B1. Curriculum Criterion**

There is a consistent focus among instructors and administrators to keep curriculum current and relevant. Teachers attend various trainings and conferences, with a range including Advanced Placement classes, Early Assessment Program for Common Core Standards and many others. In addition to trainings, staff keeps up to date with professional journals and publications in their specific fields, with a focus on two specific programs to improve instruction and curriculum relevance. These programs are ABEO School Change and AFL (Assessment for Learning). Similarly, teachers take part in a variety of subject-specific educational research and training. Within each discipline, there are multiple examples of the research and training completed.

Teachers are evaluated yearly to ensure that their curriculum is relevant, rigorous, and coherent and that it aligns with the school's Student Learning Objectives as well as State and Federal Standards. This is apparent in planned meetings, focusing on Common Core curriculum development across all school disciplines and grade levels. Curriculum planning is obvious through the use of pacing guides which are evident in some of the classrooms. For example, Social Studies classes include detailed pacing guides that exhibit the chronology and details of each unit of study throughout the school year. Additionally, syllabi in many courses incorporate detailed units and pacing guide data.

Block scheduling provides students a varied choice of curriculum options, with the opportunity to choose eight classes per year. A variety of offerings, including Honors, Advanced Placement courses, STEM classes (Science, Technology, Engineering, and Mathematics) are available for students needing challenges and enrichment. This type of scheduling works hand-in-hand with the majors and pathway options students at Inspire are offered. Inspire provides a unique program for students, in which students may choose their "pathway" - these pathways, otherwise known as majors, provide students a variety of coursework related to student interests. This is a new program for Inspire and, as of now, the majors include: Instrumental Music, Art, Theater, Technical Theater, Vocal, Dance Theater, Science, Engineering, and Musical Theater. There are additional majors currently being planned. Within these majors, Inspire is in the planning phases of a Capstone course for each major or pathway. Capstone courses will conclude each pathway/major and Capstone courses will entail all-encompassing assignments that embody what the students have learned within their major classes. There is flexibility for students regarding the major/pathway program. For example, students can change their course of study once underway - they do not need to stay within the one major. Additionally, students may choose to not declare a major, furthering the flexibility of the programs and curriculum.

The Advisory class at Inspire is a flexible and creative course which allows students a true "family" feel. Students are grouped by grade level, but continue on with the same students and teacher for Advisory class for all off the students' years at Inspire. This encourages students to

create meaningful relationships with others on campus and furthers the student/teacher relationships. Monday Advisory is based on the topics of college. Tuesday Advisory curriculum is based on enrichment activities, with a variety of elective-based curriculum, in which students choose for a 4-week schedule to attend the enrichment elective. Thursday Advisory is setup for students to work in a study hall environment and to get additional help from other teachers. Friday Advisory carries a theme of Family Day with activities varying from playing games, "fun" Friday ideas, planned activities, Frisbee, birthday celebrations, and other "family" activities.

With fully developed programs of study for students in grades 9-12, departments within the school have identified essential content standards, established pacing guides, agreed upon department missions, constructed learning targets, created common assessments, and analyzed data from these assessments to work toward more profound teaching and learning relevant to current trends and expectations. There is obvious engagement amongst teachers and departments- alike in collaboration (on a weekly, scheduled basis), and cross-curricular planning and units of study.

Throughout the visit and in conversations with the stakeholders, it is apparent that Inspire addresses Academic Standards. Written standards and expected outcomes are posted on white boards within all of the classrooms, ensuring that Academic Standards are not only being implemented but also communicated to the students, so they are aware of the standards and expectations that they need to learn in the classroom. The inclusion of standards and expectations are also evident on teacher websites and in class syllabi. Though not all teachers have websites, this resource is valuable for students and parent alike, ensuring cohesion in the expectations of the standards.

The curriculum encompasses all aspects of Inspire's school-wide learner outcomes. With a goal of aligning curriculum with current, relevant, and rigorous learning standards, providing consistent learning experiences within each discipline, staff continuously aligns standards and curriculum with these expectations. This is evident on campus and within classrooms ranging from Presidential Campaign Website Projects, with collaboration between American Literature and US History classes, the Inspire Choir collaborating with the Genocide Class at CSUC in the production of songs, narration, etc, and Spanish and Art classes collaborating on festivals and other curricular activities.

Student work throughout the classrooms provides ample evidence of a wide range of student learners, from Advanced Placement to Resource Courses, and across all of Inspire's unique disciplines, all meeting school-wide learning outcomes. In addition, curriculum is accessible to the entire student body. With a clear scope and sequencing of learning units within classes, there are a variety of courses, ensuring that all students have access to appropriate curriculum, fitting each student's personal needs and interests. The availability of a Study Hall for students provides students access to technology, further enforcing access for all students. With the flexibility of the A/B scheduling, students have the ability to take various elective courses, determining student

interests and possible future careers and or learning interests. Students have various resources on campus, including one-on-one help in the resource class, Honors English lunch sessions, study halls, student study groups, teacher blogs and websites, open labs, and Chem Jams. Chem Jams provide additional study opportunities for students to study skills for Chemistry labs and for intervention within the Science departments. All of these programs for extra help and accessibility for all students are enhancements to the existing curriculum.

Curriculum development and collaboration is a high priority at Inspire. Time is set aside weekly, on Wednesday mornings, for the creating and evaluation of curriculum and instruction. In addition, time is devoted in AFL/ABEO workshops improve and critique curriculum. Staff works hard to ensure rigor, relevancy, and coherency alignment with course, district and state Common Core requirements. World History and US History are currently in the process of project aligning.

Performance-based curriculum and assignments allow teachers to assess student learning and students' application of what they have learned. This is evident in multiple classrooms, from classroom observations and evidence. For example, in one of the Engineering courses (Bio-engineering), curriculum followed through from the general introduction to yeast and fungus and the performance-based assessment yielded a creative and inventive end result, with students creating yeast-powered cars. Inquiry and exploration-based learning is evident in the Math Department. World Languages instill a 90%+ target language within the classroom which integrates elements of critical thinking and problem solving within the class and learning environment. In the Art Department, rigor is maintained through expanding and growing curriculum. Vocabulary and art principles, for example, are applied in various art lessons through student artwork. An example of this is evident in student art where students draw conclusions on the process and meaning of their individual work. In addition to incorporating these into student work, students evaluate and defend not only the quality of their art work but the meaning through class critiques. Examples such as this, integrated into the curriculum, support the creative and critical thinking.

## **B2. Curriculum Criterion**

Inspire provides a full range of curriculum options and choices for students. Students' post-high school careers continue to be a focus for Inspire. Students explore careers through Career Cruising database in Economics class and Junior Advisory classes. Post-secondary Education Workshops are provided for students where students may choose interests, ranging from trade schools, to specific type of 4-year University or community colleges. Inspire does not just limit students to the typical college options, but additionally covers information on the military services and volunteer work programs, providing a full scope of post-high school options for students at Inspire.

The Advisory Program is a unique and effective example of the variety of programs integrated into the curriculum at Inspire. With a built-in schedule for four of the five school days,

Advisory classes are organized with a theme by day. For example, College Talk Mondays include a variety of sessions from resume building, obtaining letters of recommendations, applying for scholarships and overall academic planning. Through the Advisory programs, Inspire instills curriculum focused on interviewing and the classes hold mock interviewing, supporting students' post-high school life skills.

Helping students in the creation of portfolios, Inspire teachers have recently piloted a program to assist students build portfolios and career and college preparation related to Visual and Performing Arts and Theater and Performing Arts. The Engineering Department further provides a variety of programs, accessible to students through the connection with the Chico State University Engineering Department. Some of these include science field trips, tours and field studies. In addition, dress rehearsals and technical crew and design opportunities are collaborated at Chico State University for Inspire's Theater Production students. Staff works in small groups to collaborate on curriculum.

Students are encouraged, especially through College talk Mondays, to communicate future plans and make changes to these plans when, and if, necessary. Currently, Inspire is piloting a "pathway" program, which provides students the opportunity to pursue courses and "majors" that are academic or elective interests to the student, further supporting the means of accommodating every student. Though the pathways and majors provide students a specific focus, Inspire allows students to remain "undeclared" if a student has not determined a major. In addition, students have the opportunity to challenge a course in order to expedite their personal and academic plans.

Physical Education is provided in three alternate capacities, all of which provide flexibility and needs for student monitoring and student plans changing. For example, students may earn credits through participation in Inspire's dance class offerings. Additionally, Inspire collaborates with Cal State Chico and the kinesthetic department, enabling students from Inspire to choose a variety of physical activities. Additional flexibility is evident in the offering of health classes which are available online through the Chico Unified School District. Additionally, online credit recovery courses are provided as an option for students which find themselves in a position to make up coursework and credits.

Inspire recently began a pilot program with Verizon for 127 tablets - these are checked out to students. In addition, the Foundation purchased software, providing staff the ability to record direct instruction. This creative teaching allows for students to review the direct instruction prior to class. This saves time for coursework and discourse regarding the material, truly enabling pre-planned curriculum and the opportunity for students to discuss and use critical thinking in their learning environment.

Inspire has means of transitioning students post-high school. For example, the Grade level Academic/Registration Packets and Senior Meeting packets include information on college search, college selection, resume and activity building, volunteer and mentorship, financial aid, scholarship, community resource guide, letter of recommendations, mental health



services, organization, procrastination and 4 year plan. Individual meetings with each senior provides an opportunity for students to create post-high school plans, reviewing options, discovering resources and giving students a contact and communication means as they complete high school and post high school goals.

California State Chico is so close in proximity, 9<sup>th</sup> and 11<sup>th</sup> graders have an opportunity to visit Chico State for tours and student panel presentations about college life and academic majors. This is a valuable element that keeps Inspire plugged into the community through partnerships with the local university, but also integrating tools for transitions for the students of Inspire.

### **B3. Curriculum Criterion**

Inspire applies real world examples and opportunities within the classroom. The new Foundations courses and majors in the areas of the arts and sciences is one example of this application, as well as the creation of the Theater Foundations course during this school year. These opportunities provide students with a realistic glimpse into the performing arts. Collaboration is a key element within these capacities with many programs working with local businesses, such as the Economics class at Inspire.

Intervention is a valuable aspect of Inspire's curriculum. Though most all students' needs are met through the instruction and curriculum provided at Inspire, there are still intervention needs for a variety of reasons. Inspire has been effective in being proactive and dealing with these needs head-on. Underachievers, for example, are identified and communicated to an Intervention Instruction Aide, providing students with opportunities for intervention, such as Lunch Intervention, Math Intervention, and other means of assistance. This is effectively managed and monitored by the Assistant Principal at Inspire.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

Curriculum is rigorous and challenging within all disciplines.

Innovation within curriculum is evident throughout classrooms, incorporating project-based curriculum, screen casts, flipped classrooms, etc.

Inspire places great emphasis on expanding interdisciplinary curriculum and articulation across all disciplines and collaborations.

Common Core expectations and integration into curriculum is a focus at Inspire. This is a goal to also integrate into the Teacher Evaluation process.

Programs and strategies have been established to support students in making decisions for college and career.

Administration supports curriculum enhancement through Professional Development opportunities for staff and other means of curriculum development.

Establishment of majors and pathways is an innovative and effective element of curriculum.

**Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students:**

Establish regular meetings for all students to create an individual five-year plan.

Continue with the focus and self-examination of the existing Intervention Program, to include identification of these students and data evaluation.

Continue developing curriculum aligned with Common Core.

Continue intervention within the Math Department.

Expand and monitor the Pathway Program with potential of added majors.

Develop a mentor/internship program and/or Capstone Course for Pathway Programs.

Instill opportunities to have individual meetings with Counselors pertinent to College Scholarships, financial aid and Career Information.

Continue to plan for and integrate collaboration time among departments and cross-curricularly.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Graduation Requirements
- Student Handbook
- Sample pathways, 4 year plans
- Registration procedures
- Orientation handouts
- PPT presentation from 9<sup>th</sup> grade orientation
- Grade check sheet
- Reg to Go flyer
- Sample ROP schedule
- ROP options
- Aeries parent portal info
- School website link
- Minutes from Internship Program meetings
- Documentation of intervention
- Examples of Career Cruising activities
- Mentorship/Internship meeting minutes
- Counseling info
  - Testing
  - Careers/colleges

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **C1. Instruction Criterion**

All departments support student involvement and participation in challenging learning experiences, in support of the academic standards and schoolwide learner outcomes. Examples of this demonstrated in the classrooms are prevalent throughout the school environment at Inspire. Learning Targets, for example, were developed in collaborative subject specific teams. These Learning Targets are based on the California State Social Science standards and the Historical and Social Science Analysis skills standards and are a focus of the Social Science Department. Instruction at Inspire is a focus across disciplines and Inspire's instruction is challenging for all students. In addition to a clear compliance and focus on integration of state and common core standards, Inspire continues with an ongoing focus of successful Common Core implementation.

This continued focus on instruction is evident throughout the classrooms and in discussions with all of the stakeholders. With a focus on enhancing ELA skills, all disciplines have integrated elements of ELA. Teachers throughout the school implement and enhance instruction in such a diverse and creative means, including such elements of connecting students to their own lives, analysis and synthesis, historic simulations, professional-level plays and productions, collaborate with community organizations and companies, hands-on approaches to science, guided group exploration and inquiry. Additional instructional examples include problem-based learning and inquiry through the learning process, common rubrics, and writing assessments, both on campus and in collaboration with CSU (Chico State University) through the Early Assessment Program (EAP), focused on the implementation and critical thinking skills associated with expository texts and real-world issues. The multiple aspects of instruction at Inspire provides such a vast array of instructional strategies. This instruction was evident throughout the visit and in the many conversations with the stakeholders at Inspire.

Through monthly collaboration over the past four years, teachers work together in AFL and ABEO-focused instruction, focusing on Assessments for Learning and instructional planning. Through the ABEO strategies, teacher instruction is focused on college readiness and higher level thinking and learning.

A unique aspect of Inspire's instruction in World Languages is the Target Language method which is a full immersion-style within the classroom. A term that Inspire uses and implements within instruction is Learning Targets. Each major unit in core academic disciplines utilize Learning Targets which enable students to have a name for the standards and academic expectations for student learning. Learning Targets vary, in instruction, from each department and are endorsed through a variety of methods, including Cornell Notes, self-check sheets prior to assessments, teacher websites, and guided notes format.

The differentiation of instruction is clear throughout all classes and among all teachers. In each classroom visited, the combination of multimedia and technology embedded into instruction was clear. Means of differentiated instruction is aided through the use of Smart boards, graphic organizers, videos, one-on-one instruction, extra time on assessments, pair and group work – especially in exploration and inquiry-based courses, online learning resources, online texts, visual and tactile models and learning aids, supplemented online and video resources and even the availability of tables and/or laptops when necessary to assist a student with understanding the material.

Unique instruction is evident throughout the classrooms at Inspire. Flipped classrooms, for example, is an inventive means of delivering direct instruction, while valuing the in-class time with students to class discussion, group work, analysis and other hands-on instructional time. In the flipped classroom, Teachers record or use video and screencast to teach or reinforce a standard, concept, etc... then the student comes to class and practices the skill or concept and/or applies it to a problem. This instructional technique is evident in Math, Science and World Language classes at Inspire.

Enrichment and advanced learning is evident in the classrooms. Opportunities for student enrichment is provided through Advanced Placement classes: AP Literature and Composition, AP Language and Composition, AP Government, AP US History, AP Statistics, Honors 9 and 10 English. High School Scholars Program is another enrichment opportunity provided to Inspire students, allowing students to take up to two college courses at CSU-Chico.

Student feedback supports the expectation levels of instruction with the standards and student learning outcomes. Students responded, acknowledging the multiple modes of instruction teachers use within the classroom. Students acknowledged the communication from teachers as positive and that expectations and instruction are communicated through such avenues as screencasts (online lectures), use of table of contents among multiple disciplines, chapter outlines with learning targets, teacher websites, rubrics, and outlines.

Instruction and related assignments include a variety of learning options. These range from detailed and hands-on labs, real-world projects, presentations, and application problems. Often, Inspire implements final projects, implementing an entire semester's learning. Teachers provide detailed activities, tests and projects in all disciplines. Through group work, students have deeper understanding of coursework and experiences in collaboration with one another.

The expectations within the classroom through instruction is challenging for the students. Students have shared that the quality of work they need to complete to earn an "A" must be high but this is motivating for the students to put forth effort necessary.

## **C2. Instruction Criterion**

Accessibility by stakeholders is a priority at Inspire and is evident in all realms of the school, from administration to teachers. The majority of teachers at Inspire maintain class-specific websites with access to daily schedules, learning targets, Screencasts, quizzes, video links, due dates and much more. Additional avenues of instruction-related communication takes place across classrooms and include communication in Aeries, the school's online grading system.

Technology is integrated into instructional strategies and resources for students at Inspire. This is evident through teacher communication, student feedback and on teacher websites as well as the school's website. Some examples of technology availability and instructional implementation include online quizzes, the flipped classes, assignments requiring creation of Google websites and use of Google Drive and Docs, online virtual labs and circuit programs, smart boards, use of document cameras and projectors as well as inventive opportunities such as Gamification, which implements a game-like thinking process into the learning and instruction of the classroom.

Inspire's teachers are consistently acting as instructional coaches, truly coaching the students during and outside of the scheduled classroom school time. This coaching often evolves into instructional intervention, as in Advisory periods when the Advisory teacher step in to aid in counseling and providing resources for struggling students, the Lunch Intervention, Red Flag list, Chem Jams, and organized Math Intervention at lunch. In addition to these organized intervention opportunities, students across the campus were all in consensus that teachers are absolutely available for help with instruction here at Inspire. Regularly, teachers check in with students that have been struggling - ensuring the students are not only getting the extra help, but are understanding the curriculum and intervention. For example, there is a Math Help Program at lunchtime for multiple math assistance and support. This intervention opportunity is available for all students and is yet one more example of the coaching and extra strategies teachers use, above and beyond the classroom.

Instructional modes vary greatly across campus, supporting the emphasis on high order thinking and student success at high levels. Learning targets is a common term used at Inspire, across disciplines. These learning targets equip students with the understanding of what they will be learning, the opportunity to reflect on how they are learning, and self-reflection at the end of units and instruction to determine how well the students grasped the new concepts and learning targets. Some of this instructional variation and resourcefulness is exemplified in guided inquiry, collaborative group work, and online instructional prompts. The vastness of online availability and instruction that extends to the virtual/online access is evident in Robotics and robot creating, Crash Course in both history and science classes, digital portfolios, screen casts, Excel for tracking and recording data, and online creation of polls and surveys.

Real world experiences is a crucial element of Inspire and the expectation of many project-based assessments. Through classroom observations and meetings with stakeholders, the incorporation of real world/life experiences integrated with instruction is evident. These are

exemplified in the use of target language in World Languages, biology students participating in the Big Chico Creek Ecological Reserve, plays and musicals put on by Inspire students within the community, publishing of creative writing and poetry books annually, AP Environmental Science students participating in a required community service component, trips to local restaurants to order in specific languages and trips internationally, Civil Rights instruction and real-world experience through “Sojourn to the Past” and participation in the local Rotary celebrations, Chico Palio, and Boys and Girls Club.

### **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

#### **Areas of strength for Standards-Based Student Learning: Instruction (if any):**

Inspire teachers are committed to providing students with rigorous, challenging and engaging learning experiences.

Staff clearly communicates learning expectations through the use of learning targets and continues to develop them for units over time.

Staff understands the urgency of the transition to the Common Core and is viewing lessons and units through the context of the Common Core strands and standards as well as through the sample assessment items from Smarter Balance.

Collaboration is used to evaluate student work and performance and make adjustments to student tasks for greater rigor and challenge.

Teachers are using a variety of strategies and technology to enhance instruction and deepen student learning.

Inventive strategies, such as screencasts, for the “flipped” classroom have been developed, and the goal is to continue this in Math, Science and World Languages and develop in Social Science and English.

#### **Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students:**

##### **Key Issues**

Establish school-wide pacing guides.

Weave the Student Learning Outcomes (SLOs) into culture and conversation of the school. Develop more interdisciplinary lessons and units among staff with collaboration and lesson-building time as a necessity to enable this process.

Develop screen cast and flipped classroom opportunities for Social Science and English and continue this in Math, Science and World Languages.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- AFL/ABEO agendas
- AFL strategies teacher booklet
- Project Lead the Way (PLTW)
- Laptop checkout and availability to support instruction
- Course pathways
- Target language
- Staff Retreat
- Hands-on labs and projects (Bio-Engineering)
  - Glow lab
  - Yeast-powered cars
  - Anatomy models
- Rubrics
- Reader response guides
- Quickwrites
- Self-reflections
- ABEO target
- Sample of Learning Targets in varying departments
  - World History
  - US History
  - English
  - Math
  - Science
  - VAPA
  - Spanish
- World History pacing guide
- US History pacing guide
- Formative classroom assessment samples
- Art II assignment sample and tips for students
- Cross collaboration project framework
  - American Literature/US History: Early American Presidents Campaign Website
  - Algebra I/IS9: Math in Science, Science in Math
- In-depth project samples
  - Was the Civil War inevitable? (US History)
- Special Education pamphlet
- Inspire Pathway Focus Programs
- Dance Major Flyer
- Pyramid of intervention

- Red flag students (email exchange)
- API Chart
- CAHSEE pass rate chart
- STAR test data/results
- AP test data/results
- Inspire Pathway Synopsis
- Student WASC survey results

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

### **D1. And D2. Assessment and Accountability Criterion**

Inspire School of Arts and Sciences utilizes data from a variety of assessments including the CST, CAHSEE, CELDT, AP exams, SAT, ACT, summative assessments, formative assessments and Assessment for Learning.

The assessment continuum begins in the classroom with minute-to-minute and day-to-day formative assessments. The assessments expand to quizzes, unit tests, essays, oral presentations, projects, performances and eventually to state-wide testing.

Student data is reviewed and evaluated by the staff during collaborative meetings. Teachers report student progress to parents through phone calls, email, class websites, Aeries, parent- teacher meetings and report cards.

All academic core departments are using or working towards using standards-based Learning Targets. Assessments and Common Core standards are integrated into this process. The English department uses a common rubric to evaluate students writing at all levels and an EAP-style writing assessment for grades 9 to 11. Math teachers give common assessments to students in the same math classes. Students are allowed to relearn and retest in math until they demonstrate proficiency. However, at advanced levels, students are not allowed to retest to simulate typical conditions at the college level.

Inspire offers two types of lunch support programs to remediate low performing students. Teachers refer students to math lunch support to master an appropriate skill. The second lunch support program is for students referred by more than one teacher for low academic performance.

If a student earns a D or F on a math assessment, remediation begins the day after the assessment. A tutorial period is being designed and developed by staff.

A variety of assessment practices are employed at Inspire to show student mastery of course expectations. For example, in World Languages, students correspond with peers, teachers and other students in the “target language”. Students in the science classes complete labs along with written tests and projects.



Students with special needs have modifications and accommodations to allow alternate means of assessment. Students with special needs are included in all aspects of Inspire.

Teachers at Inspire encourage students to think critically about their own learning and to creatively and effectively communicate their mastery of the subject matter. All staff are available before and after school, at lunch and through e-mail to provide individual support to students.

### **D3. and D4. Assessment and Accountability Criterion**

The school District is the lead educational agency for inspire. It provides professional development opportunities and data systems such as Aeries and and Illuminate.

As a result of in-class assessments, CST scores and grades, the staff designated math as an area of critical need. Significant changes were made to the math curriculum. For example, Algebra I classes meet everyday and one algebra class is Gamified. The math department developed learning targets, common assessments and scoring rubrics. A lunch study program provides assistance for struggling students. A portion of the staff meeting time has been dedicated to raising the awareness of the staff on the demands of Common Core and expectations for writing across the entire school.

Inspire utilizes the Professional Learning Community model for staff development and professional growth. The AFL and ABEO inservices and trainings provide strategies and techniques for assessment. Collaboration among all staff members concerning student assessment is very evident.

### **CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

#### **Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

Teachers employ a wide variety of formative and summative assessments. The assessments are evaluated and updated on a regular basis.

Assessment data drives student remediation and intervention.

#### **Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students:**

Continue to evaluate assessment data during transition to Common Core. Continue development of learning targets and common assessments.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

CST Results

CAHSEE

Results CELDT

results AP

exam scores

Department common assessments

Aeries data

API published scores

Formative assessments

Summative assessments

Math support

Lunch intervention

Student progress reports and report cards

Illuminate data

Department collaborative meeting notes

## **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

Inspire is a school which has a unique and vibrant school culture. Students report they feel accepted, challenged and recognized as individuals. Students take ownership in the process of building their school community and pass this spirit to younger students. This is evident not only through analysis of data, interviews and observation, but also in their shows, productions, concerts, and exhibitions presented to the larger Chico community. Inspire School's vision includes developing students into thinkers and innovators who will have key skills that can be used in the real world. School planning includes reviewing research to provide direction and support in assisting students in career preparation and making positive contributions to society. Inspire School's philosophy focuses on the relationship between creativity and innovation, which is reflective in their mission, core principals, and goals. Inspire offers a balanced curriculum of challenging academic courses, and rich performing and fine arts, and science/engineering

pathway programs. In its fifth year of development, Inspire School is aware of the importance of maintaining focus on their mission and vision and capitalizes on their uniqueness. Inspire teachers, administrator, and staff explore the challenge of growing and developing to provide for specific student needs, while remaining committed to the mission and vision of Inspire.

#### **E1. School Culture and Student Support Criterion**

Regular parent involvement is essential element of the school culture and student support strategies promoted by school leadership. Communication with parents/guardians starts at the feeder schools with a night being offered for parents and their children being invited to come learn about Inspire, and another night to sign up for classes. Communication with existing students and parents with parent information nights, regular progress reports, daily attendance notices, extensive school website, grade checks, and advisor/teacher contact. In the fall, Inspire has a Back-to-School Night available to all parents. Parents are formally notified of their child's performance with progress reports through Aeries. Every six weeks, hard copies of the students' progress reports are sent home to parents. Teachers also use Aeries to record their daily attendance every period. Advisory is another way for teachers to check in with students and communicate with parents; most advisors are in regular contact with parents about student progress. Parents can also request a weekly grade check for their child. For non-English speaking parents, bilingual interpreters are available through the office to keep the flow of communication open between parents and teachers.

Inspire has an extensive website with many resources for parents and other community members, including event information, displays of student work, answers to frequently-asked questions, and staff contact information. The principal sends out an informational email to parents every week; this letter is also posted on the Inspire website. Daily student announcements (The Perch) are also posted on the Inspire website daily for parents to see. The website features a "Staff Contacts" page, with links to teacher websites that provide students and parents with information including calendars, learning targets, assignments, class expectations, parent resources, downloadable texts and handouts, and screencasts. In addition to the website, Inspire has a Facebook page to communicate upcoming events to parents and students.

The Inspire Foundation is a committed group of parents who meets regularly to raise money for school programs. Several parents volunteer their time in the office and help drive students on field trips during and after school hours. Parents also often volunteer to help out with productions in an area of their expertise, such as set building and costume design.

Inspire provides opportunities with local colleges/universities and participates with in community events and activities to offer a valuable learning opportunities for students. Many students participate in the Butte College Connection Program, which allow students to earn credits for both high school and college. Inspire has a partnership with Chico State's High School Scholars program, which enables students to concurrently enroll in both Chico State and Inspire classes. Chico State also offers students the opportunity to earn PE credits through their after-school classes. The Inspire Dance Company collaborates with other local dance

companies on certain events, resulting in increased visibility in the community. The dance company performs at many Chico community events. The theatre department has also reached out into the community to work collaboratively with a local theatre group. Local galleries have provided space for students to hold exhibits and display their art. The Inspire Choir performed for a number of community programs and schools, which expose the community to the Inspire School music program and gives student an opportunity to contribute to the Chico community.

The school has taken advantage of opportunities to be involved in programs like Every 15 Minutes, partnering with Chico High and PV to raise student awareness about the consequences of drinking and driving. The Inspire Foundation also serves as a crucial connection to the community. They have partnered with Dutch Bros. Coffee to provide achievement incentives to students. Local businesses in the community also sell tickets and advertise productions. Inspire has worked closely with the Salvation Army to provide low-income students with necessary school supplies and clothing. Inspire also partners with VICTOR to provide counseling services to low socioeconomic students in need of mental health support. Butte County provides additional services to students, such as behavioral health counseling. The 6<sup>th</sup> Street Center for Youth and Chico State's Sororities provide free or reduced prom dresses for students in need. The Lion's Club provides financial support for glasses for student in financial need. Inspire has also partnered with Verizon to provide tablets to students in science classes to use for the school year.

In the classroom, community outreach is also an aspect of student learning. Teachers often invite professional guest speakers from the community into their classroom (Chico Police Department, Enloe Hospital Workers, Chico State staff, etc.). To support teachers, Chico State also provides CAVE (Community Action Volunteer in Education) aides. These Chico State students work in several Inspire classrooms--working with students one-on-one, assisting by providing feedback, and helping to supervise group work.

## **E2. School Culture and Student Support Criterion**

Inspire is committed to providing a safe, secure, clean, and orderly environment that is conducive to student learning. This commitment is demonstrated daily in consistent enforced school expectations for students. Those expectations are clearly communicated to all students by teachers and contained in the school handbook. Inspire has implemented a travel pass policy that requires students to have a signed pass when they travel from one place to another, outside of passing periods/lunch. In addition, freshmen are not allowed off campus during the lunch hour. This expectation is enforced through a sign-in system during the lunch hour. Two campus supervisors (shared with Chico High), the principal, and vice-principal enforce safety expectations on campus. Administrators have worked to develop a Safe Schools Plan. The school conducts frequent code red and fire drills, and devotes time during staff meetings to making sure all staff is following protocol.

Inspire has a new and improved campus with many rooms and all exteriors newly painted.

Inspire has a student-led recycling program for paper, bottles, and cans. Inspire now has a grassy quad area for school gatherings and has plans for upgrading campus landscaping. Students talked about being proud of the campus appearance.

Students are expected to use Inspire's technology tools responsibly and respectfully. Inspire has a technology contract with defined consequences. The District implements a filter for non-approved websites. Inspire offers access to computers for all students, through study hall, rolling computer carts, and in classrooms. Teachers have the ability to monitor what students are viewing at all times.

Inspire's campus has newly installed gates surrounding the school, which discourages open access to school grounds. They have recently moved the office to the entrance of the school, thus administrators has a better view of visitor arrivals and departures. Lighting on campus is insufficient. There are very few outdoor lights around the campus. The gravel that covers the area on the south side of campus has been reported to be an obstacle for some campus disabled students and campus visitors.

Inspire has an atmosphere of trust, respect, and professionalism. Teachers are always accessible before school, at lunch, and after school. In addition to helping students outside of class time, teachers meet weekly to collaborate within departments and monthly to plan Advisory sessions. Additional collaboration across subjects occurs outside of school time. The core academic teachers have all created and implemented learning targets. These are clearly displayed in our classrooms, and reinforced with consistent reminders. Inspire offers a variety of Honors and AP classes to serve the needs of students who desire more rigorous coursework, and they support students who choose to take college classes in addition to Inspire courses. Inspire also offers a variety of elective courses that are designed to serve students' passions or give the opportunity for exploration. They honor the individual student and value creativity in learning. Inspire students speak of to a remarkable degree of acceptance and support among their peers. While bullying and clique behaviors do exist in pockets, they are rare and not tolerated in the larger community. Inspire faculty and staff work to reinforce the values of tolerance and respect in our conversations with individuals, in classroom discussions, and in Advisory sessions. Inspire participates in a community-based anti-bullying campaign, implement advisory-specific discussions and presentations regarding bullying and acceptance. Students are involved in the program Breaking Down the Walls every two years; this valuable workshop serves to unify and engage students in a positive and supportive school climate and peer acceptance.

Inspire honors the individual student and value creativity in learning. Teachers and administrators work to give students a sense that they care about their success both inside and outside of the classroom. Visual and Performing Arts staff have worked to develop majors or "pathways" designed to focus student learning within an elective discipline. Students in elective classes can progress through a sequence of courses designed to take them from a beginning level to an advanced level in their chosen subject.

Teachers and administrators work with students with special needs and their parents to provide the extra support they need. Regular IEP, 504, and SST meetings provide opportunities for student and their support teach to strategize ways to improve achievement.

Teachers strive to use research-based models and work constantly to refine and re-define methods in response to assessment data and shared best practices. Teachers maintain and use innovative educational tools such as “flipped classroom techniques”, collaboration in course-alike groups and cross-curricular groups, as well as common curriculum, assessment and rubrics. This was evident in classroom observation and parent, student, and faculty interviews.

Teachers and administrators meet outside of class time to collaborate and develop programs. Teachers act as club advisors, supervising student meetings and helping to organize events. Teachers and administrators attend bi-weekly staff meetings. Academic core teachers are involved in Assessment for Learning monthly meetings, as well as ABEO workshops, where current educational research and thinking are shared, discussed, implemented, and reflected upon. In connection with AFL, teachers are committed to learning valuable skills by regularly observing each other’s classes, and giving feedback on focused strategies.

Inspire expects students to demonstrate citizenship and ethical values, and to build discussions in our advisories and classes around the topic of respect. Senior and junior advisories act as mentors to freshman and sophomore advisories, participating in community-building activities and modeling respectful behavior.

Inspire understands the importance of maintaining a focus on their original mission and vision and is committed to determining ways to maintain the original intent for the school. Teachers from all disciplines had a series of meetings to discuss strategies for improved implementation of Mission and Vision.

Inspire now has a tutorial process is in place that will build toward effective peer tutoring over a three-year period. The faculty has the expectation that students are responsible for their own choices; they need to make up for their tardies, check on their grades and attendance frequently, and keep their grades up if they are involved in performances.

### **E3. And E4. School Culture and Student Support Criterion**

Inspire provides many opportunities for students to receive adequate support through services available on campus and/or through referrals to offsite assistance. A unique opportunity for support and awareness is provided through the advisory and enrichment offerings. A health aide is available in Inspire’s office every day, and a registered nurse is on staff for 1-2 hours a week. The nurse is also available by phone in case of emergency. Campus safety is enforced through two campus supervisors, shared with Chico High, who monitor the school grounds and parking lots. School Safety Plan includes practice of safety drills throughout the year by

administration, staff, and students. Guest speakers visit classrooms on campus during advisory and enrichment hours to provide education in regard to health safety, rape crisis awareness, etc.

Students are supported in career planning with the help of 1.2 designated counselors on campus. Career counselors guide students through high school and toward potential employment both before and after graduation. The school counselor has begun a series of intensive after-school information sessions designed to guide students through the process of choosing college and career pathways, registering for college, searching for scholarships, and navigating financial aid. Students can also access information about college and career readiness through ROP, teacher's websites, The Perch, Tractus Insight and/or advisory classes. Students can take advantage of additional college and career preparation through "Reg-to-Go"—a program offered to Inspire seniors who choose to register early for Butte College classes, or College Connections—a program that allows seniors the opportunity to complete credits for both high school and college while maintaining enrollment at Inspire.

Students can access personal counseling services through a school psychologist, shared with CHS, or the school counselor. Inspire also offers students the services of a school health aide. The school partner with CSU, Chico to provide counseling to a limited number of students and their families through a counseling center with practicum graduate MFT students. Students are also provided referrals through advisory to external resources at CSU, Chico and other community providers. On-site, the school offers walk-in and appointment-based counseling with school counselors and/or the school psychologist. Peer mediation has been initiated as an enrichment course in partnership with CHS. Inspire also partners with VICTOR services to offer counseling opportunities to students from low socio-economic backgrounds.

Academic counselors meet with individual students, as they choose their paths of study and set their schedules. Parent meetings are organized on a case-by-case basis to clarify any academic, counseling-related concerns. Inspire implemented an Everyday Math program to respond to student need in this area of low academic achievement. An eight period A/B schedule provides students with the opportunity to take a Study Hall, if this is considered beneficial to the individual's academic needs. In order to keep parents informed regarding academic happenings, a weekly or bi-weekly update is sent by the principal to all Inspire families. CAVE volunteers within specific classrooms provide additional academic support.

Inspire implements strategies through school leadership and staff to develop personalized approaches to learning. ABEO-Inspire works with ABEO School Change to implement a teacher observation, practice, and collaborative approach to improving teaching and also accomplish effective goals together. Weekly collaboration within departments and /or advisories focus on individual student and how they can be supported as they grow into analytical thinkers, self-directed learners quality producers, effective communicators, collaborative workers, and community contributors.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

- Inspire has a culture which students feel accepted, challenged, and recognized as individuals. The faculty is caring, dedicated, committed, and professional. Inspire has a culture characterized by trust and focused on continuous improvements.
  - Inspire has implemented numerous effective methods of involving parents in the school and in the teaching/learning process.
  - Inspire makes effective use of community resources to enhance learning and support students such as the collaboration with CSUC.
- 
- Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students
  - Develop additional formalized parental groups to increase parental advisory and involvement.
  - Continue to upgrade facilities with a focus on safety, especially related to lighting and accessible walkways.
  - Development formalized community internships for students to provide real-life experiences.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

Teacher, Student, and Parent Survey results  
Classroom Observations  
Student, Faculty, and Parent Interviews  
Assignment Rubrics  
Peer Observations Form  
Staff Meeting Agendas  
Staff Meeting Roles  
Student & Parent Handbook  
Every 15 Minutes Handout  
E3 and E4  
Study Session Guide  
School Policies Power  
Point Junior College Parent Night  
VICTOR Referral  
Course Syllabi



Student work  
Technology contract  
Posted School wide learner outcomes  
ABEO workshop agendas  
Assessment for Learning (AFL) agendas  
School Safety Plan  
Tractus Insight

## **Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up**

### **Schoolwide Areas of Strength**

1. Inspire has a culture where students feel accepted, challenged, and recognized as individuals.
2. All staff from faculty, support and administration are caring, dedicated, committed, and professional. Inspire has a culture characterized by trust and focused on continuous improvements.
3. Establishment of majors and pathways is an innovative and effective element of the curriculum.
4. A curriculum which provides rigorous and challenging classes
5. The implementation of the AFL-AEBO strategies.

### **Schoolwide Critical Areas for Follow-Up**

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Expand and monitor the Pathway/Major program with potential of added pathways/majors such as Digital Art.
2. Continue to upgrade facilities with a focus on safety, especially related to lighting and accessible walkways.
3. Improvement of landscaping and other projects on campus.
- 4.

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. Develop strategies for outreach and inclusion of a diverse population
2. Expand community awareness of the Engineering/STEM program

## **Chapter V: Ongoing School Improvement (1–2 pages)**

Inspire School of Arts and Sciences identified five schoolwide Action Plans/School Goals.

#1: Make the transition to the Common Core and Smarter Balanced Assessments, pilot Smarter Balanced style assessments and establish a Common Core Baseline for Achievement and increase school-wide student achievement in Mathematics throughout the charter term 5% minimally each academic year from baseline data in 2014/2015 Smarter Balanced Assessments.

With

#2: Make the transition to the Common Core and Smarter Balanced Assessments, Establish a Common Core Baseline for Achievement in 2014/2015 in English, develop common assessments for Social Science, and Science/Engineering that reflect the Common Core Standards and improve in Core Elective areas by using authentic assessments and portfolios in the Performing and Fine Arts.

#3: Define, refine and focus specific career pathways and majors available to students through our educational programs.

#4: Insure fiscal sustainability.

#5: Improve current facilities through landscape enhancement and specialized interior improvements related to educational program.

Inspire has committed time and resources to plan and implement each of the Action Plans. These Action Plans correlate closely with the Critical Areas for Follow-Up. The monitoring process is in place and will ensure the implementation of the Action Plans.



**California Department of Education  
2015 California Gold Ribbon Schools Program  
Middle and High School Application: Part A**



**Exemplary Education Programs** ~ *[Optional—additional application(s) required.]*

Arts Education  Yes; Career Technical Education  Yes; Physical Activity & Nutrition  Yes

County-District-School (CDS) Code – 14 Digits

Butte  
County Name

Inspire School of Arts and Sciences  
District Name

Inspire School of Arts and Sciences  
*School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)*

335 W. Sacramento Avenue  
Mailing Address

Chico 95926  
City and Zip Code

530-891-3090  
Area Code and Phone Number Ext.

530-891-3089  
Area Code and Fax Number

enilsson@chicousd.org  
Principal's E-mail Address

FOR INFORMATION ONLY. No signature or approval is required from the district or county offices.

Eric Nilsson  
District Superintendent's Name

enilsson@chicousd.org  
District Superintendent's e-mail



*I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:*

- *The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- *There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- *The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

Eric Nilsson  
Principal's Name

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**School Information**

1. Current school enrollment: 428
2. Which category best describes where your school is located?  
 Urban     Suburban     Rural
3. Does your school receive Title I funding?     Yes     No  
 If yes, indicate type of services:     School-wide     Targeted Assistance
4. What is your school calendar?     Traditional     Year-round     Modified
5. Is your school a charter school?     Yes     No
6. Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	<u>  4</u>	<u>  —</u>
Classroom teachers	<u>  —</u>	<u>  —</u>
Counselors	<u>  1</u>	<u>  1</u>
Credentialed librarians	<u>  —</u>	<u>  1</u>
Nurses	<u>  —</u>	<u>  1</u>
Psychologists	<u>  —</u>	<u>  1</u>
Technology/media specialists or technicians	<u>  —</u>	<u>  1</u>
Paraprofessionals	<u>  2</u>	<u>  2</u>
Campus resource officers	<u>  —</u>	<u>  2</u>
Other staff (specify) <u>Office Clerical</u>	<u>  2</u>	<u>  —</u>
Total staff	<u>  —</u>	<u>  —</u>

### Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

Butte  
County

Inspire School of Arts and Sciences  
District

Inspire School of Arts and Sciences  
School

335 W. Sacramento Avenue  
Street Address

Chico 95926  
City and Zip Code

Eric Nilsson  
Principal

530-774-5269  
Area Code and Phone Number Ext.

Sacramento International Airport  
Name and Location of the Nearest Airport

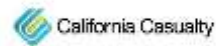
Highway 99  
Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

*Take Highway 99 from either North or South into Chico and exit on East First Avenue.  
Go West on East First Avenue several blocks to the Esplanade.  
Go South on Esplanade one block to West Sacramento.  
Go West on West Sacramento about two blocks and look for large student parking lot on the left. Lot is covered by solar panels.  
Park in this lot. You will be provided with a parking sticker in the office.  
Inspire's Administrative Building is located just to the East of the parking lot, a double-wide portable building with Inspire painted on the north outside wall. The building number is IC1.*



California Department of  
Education  
2015 California Gold Ribbon  
Schools Program  
Middle and High School  
Application: Part B



Inspire School of Arts and Sciences

### Model Program Summary

1. Name of Model Program:

Personalized Learning for Student Success

2. How long has this Model Program been in place?

Less than 2 years     2-4 years     5-8 years     8+ years

3. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- Career Technical Education
- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent and Community Involvement

- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

4. What are the target populations? *(Check all that apply.)*

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino

*(Continued on next page)*

- Native Hawaiian or Pacific Islander
- White
- Two or More Races

Other Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- English-Language Arts – Students Not Yet Proficient
- English-Language Arts – Advanced Learners
- Mathematics – Students Not Yet Proficient
- Mathematics – Advanced Learners
- Other Core Subject Areas – Students Not Yet Proficient
- Other Core Subject Areas – Advanced Learners
- Other (*specify*)

5. What strategies are used to implement the Model Program? (*Check all that apply.*)

Strategies:

- School Climate
- Small Learning Communities
- Parent Involvement
- Data-Driven Decision Making Health
- Support Social/Emotional/Behavioral
- Support Professional Development
- Other (*specify*)

6. Is this model program initiated by your district and implemented district-wide?

Brief answer: Yes

**Your answer above should be yes. You must explain in your Model Program Narrative how your school ties the program/practice/strategy to your district LCAP, but more importantly, how your school has implemented this program at your school's site. Tell us how you are taking this district-wide program beyond normal expectations and making it an integral part of your school's successes—(remove these lines of text).**



## Model Program Narrative

### 1. Description of the Model

Inspire's model program, Personalized Learning for Student Success (PLSS), is built on an understanding that when students are empowered to explore and discover their own talents and passions they become invested in their learning and try hard to learn what school offers. Inspire believes that a smaller learning environment, where adults know and support student interests is crucial to engaging all learners, especially those at-risk for academic failure. The success of PLSS hinges on the collaboration between teachers, administrators, parents, students, and community members committed to providing an environment where students feel valued and supported for the unique gifts they have to offer.

In 2009, Chico Unified School District asked a group of innovative teachers from around the district to develop a charter for a third high school that would address the need for a smaller learning community--one that could provide a more personalized learning environment, particularly for those students interested in pursuing the arts and engineering. Inspire School of Arts and Sciences was implemented in 2010 and adopted the PLSS model as a way to meet the needs of students who wanted a greater academic challenge, enhanced academic support, a more connected environment, and more opportunities to discover the possibilities of their futures.

The PLSS focus at Inspire is implemented through three, comprehensive strategies: 1) expanded elective options, 2) rigorous coursework that challenges students to achieve excellence, and 3) personalized learning support. The first strategy involves the understanding shared by Inspire teachers, staff, and administration that students are more engaged with their learning when they are empowered to explore and develop their passions and interests. Our innovative A/B hybrid schedule provides academic and elective programs of sufficient rigor and scope to serve creative, imaginative and innovative students well. We have developed major pathways in engineering designed to serve students interested in science, technology, design, engineering and math-related fields. Visual and Performing Arts Pathways serve students interested in dance, theatre, visual art, vocal and instrumental music, video and sound production, and photography. Our expanded elective opportunities allow students to explore a variety of options, and for students who have found their passion, the pathways allow for advancement in the discipline and the opportunity to apply the skills learned in core classes. We are excited about the genius of "and", the intersection of the arts and sciences, providing students with opportunities to see the power and possibility of the connections. Not only does Inspire's schedule make it possible to offer VAPA and engineering programs of significant depth and breadth, it also affords the school the opportunity to offer enriching, challenging academic experiences for all students--including the most gifted--to explore and excel.

The second strategy is built upon the idea that students need, not only the freedom and opportunity to explore their interests, but also deep and rigorous coursework that

challenges them to achieve excellence in both academic and elective areas. Our core classes are delivered through a wide range of college-prep and AP classes, and teachers meet often, both as a whole staff and in smaller, department-focused collaborative groups to develop curriculum that is both research-based and aligned to Common Core State Standards (CCSS), to review assessment data, and to refine their practice accordingly. Elective classes are structured in major pathways that are aligned to college and industry standards and allow students to deepen, refine, and master the skills particular to their chosen disciplines.

The third strategy recognizes the importance of a support network for students who need help achieving their own goals, as well as meeting the expectations of Inspire's rigorous coursework. We are careful to communicate to students the necessity of self-reflection, responsibility and accountability, but we also work hard to build communication between parents, staff, and students to provide the personalized support necessary for student achievement. Our special education teachers and staff articulate and clarify IEP and 504 goals and strategies for students and communicate consistently with core and elective teachers to make sure student needs are met in the classroom. Caring and knowledgeable counselors meet with students one-on-one and in groups to educate and assist students in meeting their college and career goals, as well as provide counseling and resources for students who need emotional and behavioral support. Inspire has also developed a series of interventions designed both as an accountability piece and a way to give students at risk of failure extra time and support to succeed academically, including study hall classes and lunchtime learning support. Perhaps the most innovative and effective support structure that Inspire offers, however, is our Advisory period. Advisory is a class that students attend for thirty minutes, four days a week, and because they are with the same class and teacher for four years, it is a way for them to form deep bonds with teachers and peers. In these classes, advisors check in with students' academic progress and communicate needs and goals with parents, administration, and other teachers; share important information about school issues and events; and nurture the environment of support, respect, and care demonstrated daily on our campus.

Building a school that works effectively on this model has not been easy. It has required the development of a facility with classrooms, offices, and outdoor spaces to house 427 students, 28 teachers, and 14 administrators and staff. It has required classroom materials and curriculum to build new courses and programs. It has required hiring a team of excellent teachers who understand the necessity of working above and beyond the expectations of traditional schools to implement our programs, and administrators willing to take the lead in making the PLSS vision a reality, but also willing to collaborate with teachers, parents, students, and community members in the decision-making process. In our fifth year of implementation, it is clear that the sacrifices involved in building this school are paying off. We are moving forward with our Local Control Accountability Plan (LCAP) goal to "move the focus in student achievement to reflect the deeper and more critical

thinking required in the Common Core State Standards (CCSS)" in both academic and elective core classes by providing numerous professional development events and

activities related to transition to CCSS, including a summer staff retreat related to "Understanding by Design" techniques, attendance at conferences related to each discipline, and structured peer-observation and feedback in all classes. Another goal is the increase in students by "3% per year who pass UC a-g coursework to ready them for a four-year university" through one-on-one support with counselors to develop a 5-year plan, monthly advisory lessons focused on academic and social success, and an intervention plan including math support, lunch interventions, and advisory groups.

Evidence of the effectiveness of the PLSS program can be seen in our testing results: In 2013, Inspire achieved an API score of 832 for low-socioeconomic students, as opposed to an average score of 642 for the rest of the Chico Unified School District. Inspire's API for students with disabilities was 680, in contrast with an average of 518 for the rest of the district. Our suspension and expulsion rates were 3% lower in 2013 than CUSD's. We have graduated every senior in our history as a school with the exception of one. Student surveys from 2013 show positive results with regard to overall student satisfaction. Eighty-nine percent of students said they liked Inspire and felt safe on campus. Eighty-seven percent reported feeling ready for the real world with regard to reading, writing, and processing abilities.

## 2. Implementation & Monitoring of the Model

In order to effectively fulfill the vision of the Personalized Learning for Student Success model, it has been crucial for all stakeholders, including students, teachers, administrators, parents, and community members to understand the mission and objectives of Inspire and to participate meaningfully in the implementation and evolution of our school. Our principal has played a key role in engaging all stakeholders by acting as a communication hub, sending an "eBlast" to parents each week that helps them keep in touch with Inspire events and hear important stories about what's happening in the classroom and on campus. Parents are also involved in decision-making--they participate in the process of LCAP development by attending meetings and offering feedback; the Inspire Parent Foundation meets monthly to plan fundraisers and organize supplemental financial support for our programs; and parents also give feedback through written reflections and surveys. Teachers, administrators, and counselors also communicate consistently, with parents and each other, to support student needs and celebrate their successes. Advisory is also a crucial way that students are apprised of the vision and objectives of our school, as well as important issues that arise on campus. Students also have a hand in important decision-making at our school; we consult students through surveys and written-reflections about important changes (including the LCAP process) and we meet in open symposiums to hear important student concerns when they arise.

Because we understand the importance of consistent monitoring and assessment of the PLSS program, Inspire surveys parents, students, and staff yearly for feedback about

program effectiveness. While the results of the surveys have been consistently positive, the staff sets aside time to reflect on the outcomes, take note of areas of improvement, and discuss modifications when necessary.

Maintaining the balance of flexibility and rigor that PLSS demands has required a deep commitment on the part of staff and students, not only to rise to the level of excellence in all areas, but also to demonstrate the humility necessary to consistently reflect on outcomes and work together to improve and evolve our program. Inspire teachers meet monthly to learn and discuss effective instructional techniques, assess performance tasks using "targeted instruction" tools. We use these tools to observe in each others' classes, give focused and productive feedback, and refine our practice based on peer evaluations. Inspire also leads EngagED professional development workshops, sharing best practices and collaborating with motivated and innovative teachers from around the Chico area, from all subject areas and grade levels, and from both charter and non-charter schools. Administrators consistently observe in the classroom, sharing outcomes with parents and community members, and work with staff to constantly improve the effectiveness of instruction. Our three-day, summer staff retreat is yet another opportunity to reflect on teaching, work to align instruction to Common Core standards and current research, and participate in reflection and refinement of the LCAP.

The LCAP goal that best reflects the PLSS vision is the commitment to continuing to "build a culture of rigor, support, kindness, and acceptance." In addition to workshops like "Breaking Down the Walls," where our students learn to respect and connect to each others' stories, we constantly strive to make Advisory a place where a culture of high academic expectations, respect, and acceptance are key. Inspire also understands the ways that the everyday details involved in running a school can get in the way of the big picture. In our third year of implementation, we formed an Instructional Council--a core group of teachers from each discipline tasked with maintaining the mission and vision of Inspire and the PLSS program. The purpose of Instructional Council is to ask the difficult question: Are we living up to the mission and vision of the PLSS model? We reflect on outcomes, pose solutions, and bring our findings back to the whole staff to assist in decision-making. We are a culture of continual improvement.

### 3. Results of the Model

Walk onto our campus and you will see happy students. It is rare to find teachers shooing students out of classrooms on the last day of school before summer vacation, but it happens every year at Inspire. Students want to be at school because they feel respected and valued, and because they are challenged to be excellent every day. Student survey results, as well as the stories we gather and share as a staff are evidence that an amazing number of students--the brightest ones, the ones in poverty or from difficult circumstances, the ones who don't feel successful at traditional schools for a variety of reasons--are well served at Inspire.

In addition to the evidence we see and feel in our classrooms and on campus, Inspire staff understand the importance of monitoring student learning outcomes through quantitative data. In the first few years of implementation, we dedicated time in subject-specific collaboration (as well as in monthly district-wide meetings) to review CST test scores,

compare data, and refine our practice accordingly. With the shift to the SBAC, however, it has been difficult to participate in the same level of evaluation. Though we have come to rely more heavily on classroom assessments, this year we implemented a whole-school writing assessment, using the structure of the SBAC practice prompts and rubrics, but

incorporating topics and resources authentic to what our students are learning and talking about in science. In March, we will meet as a staff for a "norming session", reviewing the rubrics, grading essays, comparing results, and discussing strategies for improving student writing across the disciplines. The results will provide a measurement of our students' readiness for college-level writing and will function as a transitional assessment until we receive baseline scores from our first SBAC, to be implemented in April.

Inspire School of Arts and Sciences 1617 1st Interim Budget with WYP (Total Fund 99 - BEFORE YE 5198 ADJUST)					
Object	Description	2016-17 1st Interim Budget	2017-18 Projected Year 1	2018-19 Projected Year 2	2019-20 Projected Year 3
6011	Line Staff and CV	2,744,517	3,223,126	3,690,042	3,914,498
6012	EPK Funding (Proj 34)	641,500	590,200	580,240	-
6015	Prov Tr AD001	4,917	9,288	9,434	9,775
6020	W. Au Projective Towel	331,480	303,840	308,440	304,840
6230	Federal Grants	17,400	17,400	17,400	17,400
6250	Mendota Cook Books	7,400	7,400	7,400	7,400
6580	Library Fee	99,400	97,000	97,000	97,000
6590	1st Other SWK Revenue	13,000	13,000	13,000	13,000
6600	Workshop	103,800	103,800	103,800	103,800
6602	Workshop Fee 1st/2nd/3rd	13,000	13,000	13,000	13,000
6607	Workshop Fee 4th/5th/6th	13,000	13,000	13,000	13,000
6609	Workshop Fee 7th/8th/9th	13,000	13,000	13,000	13,000
6680	Workshop Fee 10th/11th/12th	13,000	13,000	13,000	13,000
<b>Total for Revenue accounts</b>		<b>4,403,200</b>	<b>4,621,103</b>	<b>4,828,591</b>	<b>4,629,961</b>
<b>Subtotal LCR Funding (2011-2013-2021)</b>		<b>2,728,606</b>	<b>3,262,238</b>	<b>3,330,238</b>	<b>4,263,473</b>
1194	Vendor 2018-2021	133,214	70,000	28,000	70,000
1198	Booked Staff	13,000	13,000	13,000	13,000
1199	Teacher Salary	1,957,000	1,957,000	1,957,000	1,957,000
1200	Teacher Salary	34,000	34,000	34,000	34,000
1204	Facilities	1,200	1,200	1,200	1,200
1206	Facilities	1,000	1,000	1,000	1,000
1208	Facilities	1,000	1,000	1,000	1,000
1210	Facilities	1,000	1,000	1,000	1,000
1212	Facilities	1,000	1,000	1,000	1,000
1214	Facilities	1,000	1,000	1,000	1,000
1216	Facilities	1,000	1,000	1,000	1,000
1218	Facilities	1,000	1,000	1,000	1,000
1220	Facilities	1,000	1,000	1,000	1,000
1222	Facilities	1,000	1,000	1,000	1,000
1224	Facilities	1,000	1,000	1,000	1,000
1226	Facilities	1,000	1,000	1,000	1,000
1228	Facilities	1,000	1,000	1,000	1,000
1230	Facilities	1,000	1,000	1,000	1,000
1232	Facilities	1,000	1,000	1,000	1,000
1234	Facilities	1,000	1,000	1,000	1,000
1236	Facilities	1,000	1,000	1,000	1,000
1238	Facilities	1,000	1,000	1,000	1,000
1240	Facilities	1,000	1,000	1,000	1,000
1242	Facilities	1,000	1,000	1,000	1,000
1244	Facilities	1,000	1,000	1,000	1,000
1246	Facilities	1,000	1,000	1,000	1,000
1248	Facilities	1,000	1,000	1,000	1,000
1250	Facilities	1,000	1,000	1,000	1,000
1252	Facilities	1,000	1,000	1,000	1,000
1254	Facilities	1,000	1,000	1,000	1,000
1256	Facilities	1,000	1,000	1,000	1,000
1258	Facilities	1,000	1,000	1,000	1,000
1260	Facilities	1,000	1,000	1,000	1,000
1262	Facilities	1,000	1,000	1,000	1,000
1264	Facilities	1,000	1,000	1,000	1,000
1266	Facilities	1,000	1,000	1,000	1,000
1268	Facilities	1,000	1,000	1,000	1,000
1270	Facilities	1,000	1,000	1,000	1,000
1272	Facilities	1,000	1,000	1,000	1,000
1274	Facilities	1,000	1,000	1,000	1,000
1276	Facilities	1,000	1,000	1,000	1,000
1278	Facilities	1,000	1,000	1,000	1,000
1280	Facilities	1,000	1,000	1,000	1,000
1282	Facilities	1,000	1,000	1,000	1,000
1284	Facilities	1,000	1,000	1,000	1,000
1286	Facilities	1,000	1,000	1,000	1,000
1288	Facilities	1,000	1,000	1,000	1,000
1290	Facilities	1,000	1,000	1,000	1,000
1292	Facilities	1,000	1,000	1,000	1,000
1294	Facilities	1,000	1,000	1,000	1,000
1296	Facilities	1,000	1,000	1,000	1,000
1298	Facilities	1,000	1,000	1,000	1,000
1300	Facilities	1,000	1,000	1,000	1,000
1302	Facilities	1,000	1,000	1,000	1,000
1304	Facilities	1,000	1,000	1,000	1,000
1306	Facilities	1,000	1,000	1,000	1,000
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1494	Facilities	1,000	1,000	1,000	1,000
1496	Facilities	1,000	1,000	1,000	1,000
1498	Facilities	1,000	1,000	1,000	1,000
1500	Facilities	1,000	1,000	1,000	1,000









