

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Special Session

Wednesday, April 22, 2009, 6:00 p.m.

**District Office / Large Conference Room
1163 East Seventh St., Chico, CA 95928**

AGENDA

1. CALL TO ORDER

Opportunity for Public Comment on Agenda Items

The Governing Board welcomes and encourages public comments. Members of the public may comment on items included on this agenda: however, we ask that you limit your comments to three (3) minutes so that as many as possible may be heard (Education Code §35145.5, Government Code §54954.3)

2. CONSENT CALENDAR

1. HUMAN RESOURCES

1. Consider approval of Classified Human Resources Actions

3. DISCUSSION/ACTION CALENDAR

1. EDUCATIONAL SERVICES

1. **Discussion/Action:** Adjustment to the Elementary Housing Plan: Special Education Programs (David Scott)
2. **Public Hearing/Information:** Inspire Charter School (Sara Simmons)

4. CLOSED SESSION

1. UPDATE ON LABOR NEGOTIATIONS

Employee Organizations:

CUTA

CSEA, Chapter #110

Representatives:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

2. Public Employment: Terms of Contract

Per Government Code §54957

Title: Assistant Superintendent, Business Services

3. Public Employee Performance Evaluation

Per Government Code §54957

Title: Superintendent

5. ADJOURNMENT

Jann Reed, President
Board of Education
Chico Unified School District

CHICO UNIFIED SCHOOL DISTRICT
1163 E. 7th STREET
CHICO, CA 95928-5999

2.1.1.
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DATE: April 22, 2009
MEMORANDUM TO: Board of Education
FROM: Kelly Staley, Superintendent
SUBJECT: Classified Human Resources Actions

<u>ACTION</u>	<u>NAME</u>	<u>CLASS/LOCATION/ ASSIGNED HOURS</u>	<u>EFFECTIVE</u>	<u>COMMENTS/PRF #/ FUND/RESOURCE</u>
APPOINTMENT	GREGG, JASON	DIRECTOR-INFO TECHNOLOGY/ INFO TECH/8.0	05/07/2009	VACATED POSITION/283/ GENERAL/0000

PROPOSED AGENDA
ITEM:

Adjustment to the Elementary Housing Plan: Special
Education Programs

Prepared by: Dave Scott, Director

☐ Consent

Board Date April 22, 2009

☐ Information Only

☒ Discussion/Action

Background Information

Due to the temporary discontinuance of the Class Size Reduction program, it is requested that the Board consider the following adjustments to the Elementary Housing Plan:

1. Rosedale Special Day Class Program: Move to Hooker Oak School instead of Parkview School
2. Sierra View Severely Handicapped Program: Continue at Sierra View instead of moving the program to Hooker Oak School

Educational Implications

1. Placement of the Rosedale SDC program at Hooker Oak will provide for a larger range of classroom options for the purposes of mainstreaming.
2. Continued placement of the SH program on the Sierra View campus will allow the teachers for the two SH programs currently located on the campus to collaborate together and to divide the grade levels (K-3, 4-6). Additionally, one of the SH classrooms has undergone significant physical modifications in order to meet the needs of students.

Fiscal Implications

\$500 savings in maintenance staff time that would have been needed to remove the modifications made to Mr. Witt's classroom at Sierra View.

PROPOSED AGENDA ITEM: Inspire Charter School

Prepared by: Sara Simmons

☐ Consent
☒ Information Only
☐ Discussion/Action

Board Date: April 22, 2009

Background Information

Charter Schools are one of the fastest growing segments in California public education. Currently there are 750 charter schools in California, serving approximately 275,000 students. Charter schools can operate either as "direct-funded" with revenue generated by ADA flowing directly to the charter, or "indirect funded" with revenue generated by ADA flowing first to the district and then to the charter.

Chico Unified School District has authorized three charter schools to date: Chico Country Day, Nord Country School and Forest Ranch Charter School. Each of those schools has elected to be a "direct-funded" charter, operating under the auspices of a 501(c)(3) public, non-profit benefit corporation.

Education Implications

The Inspire Charter School proposes to be an additional educational alternative for secondary students, grades 7-12. The founders include several highly accomplished and innovative CUSD teachers.

Fiscal Implications

For purposes of funding, the charter proposes to operate as an 'indirect funded' model. This is a clear financial benefit to Chico Unified School District as, under this model, CUSD retains at least a portion of the revenue generated by ADA.

Additional Information

Per Ed Code, the board must conduct a public hearing regarding this matter within 30 days of receiving a charter petition and must render a decision to approve or deny the charter petition within 60 days or 90 days if both parties agree to the extension. The petition was received on April 2, 2009. Tonight's Public Hearing fulfills the first requirement. Prior to the conclusion of the 60 day time period, the District Charter Review Committee will present a recommendation to the board.

RECEIVED

APR 3 2009

SUPERINTENDENT'S OFFICE
CHICO UNIFIED SCHOOL DISTRICT

Inspire

College Prep High School

A California Public Charter School

**Submitted to the Governing Board of
The Chico Unified School District**

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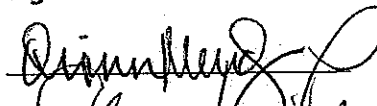
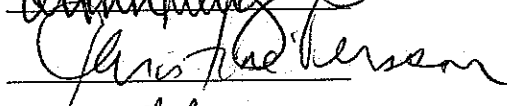
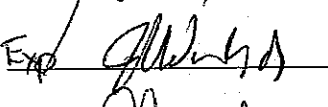
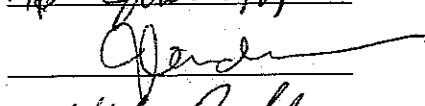
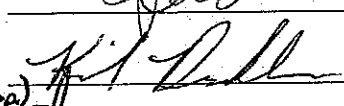
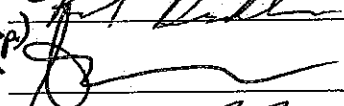
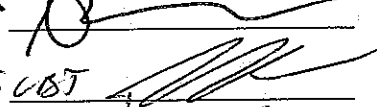
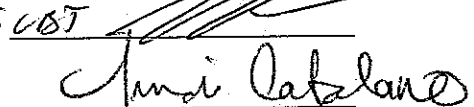
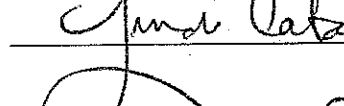



Founding Group

Faculty and staff from the Chico Unified School District (CUSD) and the California State University, Chico (CSUC) have collaborated in the initial design for a locally funded charter school. This charter, currently being called the Inspire College Prep High School (ICP), is 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 self-contained school-within-a-school. This college-preparatory high school option is intended to complement the district's existing comprehensive high schools and alternative education programs. ICP will provide an exceptional opportunity for students in and around the CUSD to build a strong academic foundation and to discover the personal talents, skills, and interests that will help to assure their success in postsecondary education and careers. The CUSD faculty listed on the following page have expressed their agreement to be a part of the planning year (2009-10), and their meaningful interest at this point to be a part of the teaching staff beginning in 2010-11. Additional staff, students, and parents will be invited to participate in finalizing the planning for the proposed charter school during the 2009-10 school year, and applications for enrollment and for teaching positions will be open to all for the school year that begins in the fall of 2010.

REQUIRED SIGNATURES

50% of the number of appropriately credentialed teachers expected to be employed during the first year of operation, in the form required by law. (Ed Code 47605(a))

We, the undersigned teachers in the Chico Unified School District, have read the attached charter proposal. We are interested in collaborating on further charter design and development during the 2009-10 planning year, and at this point are meaningfully interested in teaching in and/or being a part of the charter when it opens in the fall of 2010.

Printed Name	Current School	Credential(s)	Signature
Quinn Mendez	Chico High School	Agriculture	
Christine Persson	CHS	English	
Tacqui Windsor	CHS	Spn/Math/Wk Exp	
Jill VanderHeiden	CHS	math	
Kirk Bruchler	CHS	History	
Andy Wahl	CHS	Biology/Chem ^(Supp)	
Sue Kammer	CHS	MAR/multisub	
Jinda CATALANO	CHS	PhysEd/Painting Drawing	
Kim Gimbal	Little Chico Creek/ Hooker Oak	Muse/Social Science	
Ronald Pope	CHS	Audio/Video Production	
Jason BECKER	PVHS	French, Supple English Spanish (Board Resolution) CLAD	
Michael Pack	PVHS	-Business -Multiple Subject -CLAD	

Affirmations

1. Inspire College Prep High School (ICP) 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.
2. ICP shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
3. ICP shall not charge tuition.
4. ICP shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability.
5. ICP 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 lottery process, as described in Section IX of this document.
6. ICP 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 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
7. ICP shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
8. ICP 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. ICP shall at all times maintain all necessary and appropriate insurance coverage.
10. ICP shall follow any and all other federal, state, and local laws and regulations that apply to the Charter School.

I. Educational Philosophy and Program

A description of the educational program of the school designed, among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in the program must include the objective of enabling pupils to become self-motivated, competent and lifelong learners.

Mission

The mission of the Inspire College Prep High School is provide students with an exceptional education, opportunities for leadership, and a chance to explore their own interests and develop their unique talents.

To accomplish this mission, our vision is to provide learning opportunities for all students designed to do the following:

1. Provide foundational skills in core academic areas through an engaging and challenging college preparatory curriculum.
2. Focus on 21st century problems through inquiry-based learning, with an emphasis on teaching and modeling how real practitioners (scientists, historians, physicians, legal experts, etc.) think about and "do" their craft.
3. Promote student academic, social, and emotional well-being, self-efficacy, and independence,
4. 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.
5. Personalize the high school experience and create an environment in which teachers and other adults within the school 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.
6. Foster deep and ongoing engagement with parents, families, and community members, and serve as a hub of the community we serve.
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.

The educational program of the Inspire College Prep High School will consist of a challenging core curriculum based on the state standards, and a body of elective classes designed to provide students with the opportunity to explore and discover their personal talents and future

careers. The program will feature an outstanding and highly qualified staff, high standards and expectations; a graduated menu of short-term and long-term interventions for students who need support in achieving those standards, and personalized learning opportunities. Class sizes will range from 25–35.

Students to Be Served

The Inspire College Prep High School will open in the fall of 2010/11 as a campus serving approximately 245 students in grades 9 through 12 (105 freshmen, 70 sophomores, 35 juniors, and 35 seniors) and will expand to serve up to 340 students by the 2012/13 school year. The academic calendar, number of instructional minutes and number of days in the school year will be finalized during the planning year; however, all will be in compliance with the existing CUSD/CUTA contract. The academic calendar will most likely be consistent with CUSD. The school may expand to serve students in grades 6–8 and possibly K–5 in subsequent years, if that seems to best meet the needs of the CUSD, our students, and our families. Such an expansion would only take place after extensive discussion with and approval by the majority of involved stakeholders, including the CUSD board. Additional grade spans would most likely be housed on one or more additional campuses, and would obviously increase the total number of students that would be served.

The school will draw from the Chico area as a whole, and will recruit a cross-section of students that represents Chico's diversity in terms of ethnicity, socio-economic status, linguistic background, and nationality.

Many students living in Chico, whatever their background, face obstacles to attending college or pursuing their career goals. For some, these obstacles include language barriers, lack of resources, poor study habits, and limited success in mastering academic skills. Other students find the traditional comprehensive high school environment to be limiting, impersonal, and unchallenging. Still others, motivated by the pressure to fit an increasing number of college-prep courses into a six-period day, do not feel their schedule provides room for a range of elective classes that would allow them to explore their own personal passions and discover their unique talents. The school's educational program is based on the instructional needs of this diverse population: students who are looking for greater academic challenge and more academic support, a more connected environment, and more opportunities to discover the possibilities of their futures.

What it means to be an "Educated Person" in the 21st Century

The fundamental characteristic of the new millennium is ever-accelerating change. Knowledge and information is multiplying as quickly as it is becoming obsolete, and theories and ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly interdependent. Therefore, students must have not only a fundamental knowledge base, but also the knowledge and skills necessary to test new ideas and ask good questions. These challenges mean that students must learn how to continuously inquire, analyze, and enhance that knowledge base in order to participate in the dynamic world that is the 21st century.

Inspire College Prep High School expects its students to explore ideas, collect information, and think systematically and critically about what they know. In addition, they will create new knowledge, and effectively seek solutions to real world problems. The expression of student thinking may come in an essay, a painting, a poem, a song, a film, an oral presentation, a one-act play, a mathematical argument, or a scientific rebuttal. In short, the school aims to graduate students who have the self-awareness to plan and follow a path to their future careers, and who have the ability to inquire, analyze, and produce new knowledge and respond critically and thoughtfully to whatever realities or problems they face.

Ultimately, the School intends to equip students with the knowledge and skills they need to excel in the 21st century and ensure access to and success in college. Thus, the school will encourage its pupils to become self-motivated, competent and life-long learners. In addition, the School aims to foster important academic, social/civic, and personal habits and dispositions in its students, including:

- intellectual curiosity,
- analytic ability,
- creative thinking,
- moral reasoning,
- self-confidence,
- empathic action, and
- awareness of oneself as a member of a community, a diverse society, and an interconnected world.

How Learning Best Occurs

The school will be structured to support high student achievement by creating as many personalized learning opportunities as possible to increase engagement, motivation, and persistence. The curriculum will be guided by inquiry-based learning with a focus on the ever-increasing forms of communication and their impact of the 21st society and workplace. Emphasis will be placed on discovering how real practitioners (scientists, teachers, artists, physicians, legal experts, etc.) contribute to the society as a whole and how their skills facilitate positive change and the solving of problems in the community. It will also feature, through its structure and design, a connected environment between students, teachers, parents, and the local community. All of these features will enhance academic engagement and achievement, and reflect the school's beliefs about how learning best occurs.

Specifically, at the Inspire College Prep High School, we believe that the following conditions will provide an optimal learning environment. The specific steps to ensure that each of these conditions are met will be fleshed out in more detail during the planning year, and with involvement from a greater cross-section of teachers, parents, students, and partners from the community and institutes of higher educations (IHEs). Preliminary ideas of what these steps might be have been drafted by the charter planning committee, and are included with this petition as attachment c.

- Students are known well and learning is personalized
- The curriculum is rigorous, with high expectations for all students and an explicit focus on college preparation
- There is a strong connection with the community and local neighborhood
- There is a strong connection to the University and its faculty
- The learning environment is safe, both physically and emotionally, and creates a sense of community.
- Scaffolding and structure are used to support student learning
- Assessment is clear and transparent, and used formatively to guide instruction as well as summatively to assess mastery of essential standards
- Staff are part of a dynamic and supportive professional learning community

Curriculum and Instructional Design

Curriculum:

Inspire College Prep High School will provide a fifth high school option within the Chico Unified School District (in addition to Chico High, PV High, Fair View High/AFC, and Oakdale Independent Study). Thus, we will seek approval from the CUSD during our planning year to use the same core academic curriculum as that offered in the other high schools, including the same courses and course descriptions currently used at Chico High and Pleasant Valley High to meet the requirements of standards-based courses in English, mathematics, science, social science, PE, and visual/performing arts. In addition, we may develop additional courses, particularly in elective areas, to meet the needs of our students.

The School will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through a letter sent at the beginning of each school year to the parents of students who will be in grades 9–12. This information will also be provided to parents through an Inspire College Prep handbook, brochures, information on the ICP's website, and an orientation.

Students will fulfill course requirements primarily or entirely through coursework offered in an onsite setting at the School. The School will offer a full range of courses taught during the school day that fulfill the University of California/California State University (UC/CSU) system "a–g" requirements:

A. Social Science	3 years
B. English / Language Arts	4 years
C. Mathematics	3 years
D. Lab Science	2 years
E. Non-English Language	2 years
F. College Preparatory Electives	1 year
G. Visual and Performing Arts	1 year

While the majority of instruction will take place face-to-face, with students in courses taught by ICP teachers, we will also use the planning year to investigate options for enrichment and acceleration that may include online Advanced Placement courses and courses through CSU Chico and Butte College. These enrichment courses may be offered during or outside the traditional school day.

Instructional Design: The Inspire College Prep school's instructional approach will enable its students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education. Some highlights of this approach will include

- **An intellectually challenging education program:** The School is committed to establishing high standards and expectations for all students including meeting UC/CSU "a-g" requirements. Multiple strategies for active learning of academic skills and mastery of a demanding curriculum with real world connections will support all students.
- **Highly qualified and supported teachers:** The faculty will consist of well-prepared and fully certified teachers who will be supported by faculty from Butte Community College and CSU Chico. Professional learning and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, the School will ensure time for teachers to examine and design student focused curriculum, pedagogy and assessment.
- **A Schedule That Provides Additional Opportunities to Acquire High School and College Credit:** A modified A/B bell schedule will be employed that will create opportunities for students to take additional high school-level academic courses, elective courses, or courses at CSU Chico or BCC.
- **Integrated technology:** All ICP students will enjoy access to state-of-art technology, which will be used as learning tools throughout students' courses. This technology will provide ICP students with access to information for investigation and research, and to multiple media-related tools for expression of their understanding.
- **Inquiry-based instruction:** Teachers will teach through inquiry-based instruction. Inquiry-based instruction strategies 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 will be relevant to the students' lives, and may often include outside audiences. For example, students may apply their knowledge of world history as they create media projects sharing stories of local Gulf War veterans. As appropriate, other instructional strategies will also be used, including lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group, or one-on-one format.
- **Focus on local problem-solving:** 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 needs related to local childcare to problem-solving at local businesses.

Accreditation

During the planning year, ICP will begin the process for Western Association of Schools and Colleges (WASC) accreditation. It is our goal that ICP will be an initial WASC candidate by fall 2010, when we first serve students, so that all students are able to graduate with University of California/California State University (UC/CSU) approved coursework.

Plan for Students Who are Academically Low-Achieving

ICP will offer a variety of means to provide students the extra time and support needed to learn skills and knowledge necessary to meet the rigorous standards set forth by the school. These will include differentiated instruction, a bonus period at the end of each day when students can seek additional help, and embedded interventions during the school day. Teachers will be provided professional development so that they can consistently provide structures and scaffolding to students who are struggling, and modifications for students with disabilities. Before the opening of the ICP, staff will identify and put into place a pyramid of interventions that will ensure that all students receive the support they need.

Plan for Students who are Academically High-Achieving

Differentiated instruction will also address the needs of high-achieving students. All performance assessments and rubrics will specifically define criteria for high-achieving students to demonstrate knowledge and skill beyond the standard and achieve "expert" ratings. Projects leading to products will be purposefully open-ended to enable all learners to achieve their best. Partnerships with CSUC have been identified, and we are continuing to explore partnerships with Butte College; as MOUs are developed, we will be sure that they include opportunities for high-achieving students to accelerate their learning at a pace that is best for them. This might include university coursework, online AP coursework, and / or other options to be designed during the planning year.

Plan for English Learners

ICP will assess 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 will be used to create program placements. To ensure success in the mainstream regular English classrooms, ICP will utilize the following strategies:

- Provide teachers with information about their students' English Language Development (ELD) levels
- Provide staff development on differentiated instruction for English Learners
- Group English Learners by ELD level in every classroom for differentiated instruction
- Order and distribute Spanish versions of instructional materials for students at CELDT levels one and two
- Develop ELD Assessment portfolios to record student progress at each grading period
- Promote the active involvement of the parents of English Learners

- Develop an English Learners Advisory Committee (ELAC) to provide input into the school's ELD program
- Provide written and oral translations of school documents for parents
- Teach parents how to support their students at ICP

ICP may also develop an agreement with its host high school for ELD services, as appropriate.

Plan for Special Education

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

Inspire College Prep High School will adhere to all laws affecting individuals with exceptional needs, including all provisions of the Americans with Disabilities Act, the Individual with Disabilities Educational Act of 2004 (IDEA) and its amendments, Section 504 of the Rehabilitation Act, and Office for Civil Rights mandates. All students will be given equal access to the school, regardless of their disabilities, and Inspire College Prep High School will not discriminate against any student based on his or her disabilities in accordance with Free, Appropriate Public Education (FAPE). Pursuant to federal requirement of Least Restrictive Environment (LRE), all the students with exceptional needs will be 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.

ICP intends to be a public school within the CUSD and the Butte County SELPA for purposes of providing special education services to its students. ICP intends to enter into 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. The MOU will include, pursuant to California law, that Inspire College Prep High School will receive from CUSD its equitable share of special education funding and/or services to support the educational needs of students with disabilities enrolled in the charter school. Also, in accordance with the law, Inspire College Prep High School will contribute an equitable share of its charter school block grant funding to support the district-wide special education costs. The ICP budget included with this petition reflects \$634.20 per year for each student in the school to cover the charter's fair share of the district's special education costs.

Student Success Team

ICP will utilize a Student Success Team (SST) process in fostering collaboration between the school and the home to facilitate maximum student success.

Section 504/ADA

ICP will be solely responsible for its compliance with Section 504. It will further be

the responsibility of the SST/504 Team to determine appropriate accommodations for disabled students. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA. Any issues with ADA compliance shall be mutually addressed by the charter and the host site.

Implementing Student IEPs

It is the intent of ICP to provide a free appropriate public education for all students with disabilities in the least restrictive environment. To do this, ICP intends to facilitate provision of special education services to students with disabilities in general education classrooms consistent with individual education plans (IEPs) of the students. ICP intends to establish a learning center within the school which will be primarily staffed by the school resource specialist. The resource specialist, along with District itinerant special education staff (such as speech therapists and school psychologists), will assist students and teachers with intervention strategies and be the case manager for implementing IEPs. The resource specialist will incorporate student IEP goals into the learning expectations to the greatest extent feasible to ensure all students benefit from the educational program at ICP.

II. MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

Measurable Student Outcomes

The School seeks to graduate students who possess the academic and personal habits desired of an educated citizenry: intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, self-awareness of personal talents and skills, an understanding of their potential as a contributing member of society, and empathetic action. In this pursuit, students will be assessed for their abilities to meet the following measurable student outcomes:

- To acquire foundational skills and knowledge in core academic areas (as defined by state standards)
- To be prepared for college, as measured by successful completion of all UC/CSU a-g requirements
- 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 think logically and solve problems
- To demonstrate the ability to use technology as a tool to acquire and communicate information

III. HOW PUPIL OUTCOMES WILL BE MEASURED:

The method by which pupil progress is to be measured in meeting pupil outcomes.

The Inspire College Prep High School will utilize student achievement data continuously to monitor and improve the ICP's educational program, to ensure that each student receives the attention he or she deserves in making advances toward their educational goals. Classroom-based and whole-school evaluation will be ongoing and continuous, using classroom-based and school-wide assessments, including performance assessments. Performance assessments will be evaluated with the use of common benchmarks and rubrics. Staff will use academic achievement data (standardized and classroom test scores, grades, performance assessments) and student experience data (suspension rates, attendance, and survey data and student satisfaction) to obtain an overall picture of student satisfaction and achievement. This data will, in turn, inform ongoing professional development, curriculum development and modification, and direction. In addition, grade-level professional learning teams will collaborate weekly so that staff can analyze achievement data in their own classroom; they will then use this data to create action plans related to their practice.

The ICP plans to develop an MOU with the Chico Unified School District to utilize the CUSD's student information system. Each year (unless otherwise noted), ICP will collect data on the following:

- Student demographics (including but not limited to: ethnicity, gender, home language,
- Free/reduced lunch qualification, nationality, home zip code) (on-going)
- Student attendance (eight times each year)
- Student Grades (6 times each year)
- Student Promotion
- Progress toward Senior Portfolio and Defense, and/or Senior Exhibition
- Graduation rate
- Drop-out rate
- Retention rate
- Participation in extra-curricular activities, including sports, clubs, ambassador program,
- student government
- Reasons for transferring out by Exit Survey (on-going)
- PSAT and SAT scores (annually)
- College application rates (annually)
- College acceptance rates (annually)
- CELDT (annually)
- CAHSEE (tri-annually)
- Advanced Placement tests (annually)
- California Standards Tests (annually)
- Physical Fitness Test (annually)
- Grade 9 Writing Proficiency (annually)

- CSU Early Assessment Program (annually)
- API Similar Schools Ranking (annually)
- AYP

For each of our measurable outcomes, we will use the following assessments:

Outcome	On-going Assessments	Exit Assessment(s)
Students will acquire foundational skills in core academic areas (as defined by State Standards)	<ul style="list-style-type: none"> • Individual course outcomes (grades) • STAR test results • College acceptance rates • Benchmark assessments in individual courses 	<ul style="list-style-type: none"> • CAHSEE • Completion of a-g requirements
Students will be prepared for college	<ul style="list-style-type: none"> • Rate of UC-eligible graduates • College application rate • College acceptance rate • College matriculation rate 	<ul style="list-style-type: none"> • CAHSEE • Completion of a-g requirements
Students will demonstrate leadership skills and qualities	<ul style="list-style-type: none"> • Individual course outcomes (grades) • Leadership course outcomes (grades) • Participation in clubs and/or sports 	<ul style="list-style-type: none"> • Senior Project or Exhibition
Students will be effective communicators using oral, written, and media tools	<ul style="list-style-type: none"> • Ninth grade writing proficiency • Results of performance assessments in content and elective classes (graded on rubrics) 	<ul style="list-style-type: none"> • Senior Project or Exhibition • Passage of computer competencies
Students will engage in community improvement activities on a local and global scale	<ul style="list-style-type: none"> • Participation in one service-learning activity at each grade level 	<ul style="list-style-type: none"> • Senior service-learning or community-improvement project
Students will think logically and solve problems	<ul style="list-style-type: none"> • Junior Project or Exhibition • Individual course outcomes • Common school-wide rubrics (e.g. Audience, Community Service) 	<ul style="list-style-type: none"> • Senior Project or Exhibition
Students will demonstrate the ability to use technology as a tool to acquire and communicate information	<ul style="list-style-type: none"> • Passage of computer competencies • Computer Foundations course outcomes • Performance-based assignments incorporating technology 	<ul style="list-style-type: none"> • A rubric that measures how effectively technology is integrated into senior project or exhibition

ICP will report data on student achievement to school staff, parents, and guardians through student/parent conferences, School Accountability Report Cards, and individual report cards.

IV. GOVERNANCE STRUCTURE

The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement.

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

The governance structure is designed to promote maximum participation by all stakeholders, especially parents. The Inspire College Prep High School will ensure the involvement of parents and guardians in supporting the School's effort on behalf of the School's students through involvement in the School Site Council and on the Board of Directors. There will be other opportunities for parent involvement such as annual parent surveys evaluating the strengths and weaknesses with the School's program, volunteer opportunities at the School site, fundraising events, and advocacy to the public. A principal, who may also teach part-time in the School's instructional program, will manage administrative duties. The school's governance structure is designed to support student success in that all groups will be encouraged to participate in and share responsibility for the educational process and educational results.

Board of Directors

The Inspire College Prep High School will be governed by a Board of Directors whose roles and responsibilities will include but not be limited to establishing broad policies that affect the Inspire College Prep High School 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 and to weigh the input and opinions carefully before taking action.

The number of people serving on the Board of Directors and the length of terms will be specified in the ICP Board of Director Bylaws. The Board will always consist of at least the following members: three (3) parents nominated by the school's parent community and elected by the Board of Directors, three (3) community members, nominated and elected by the board, two (2) classroom teachers nominated by the teaching staff at a regularly scheduled faculty meeting and elected by the board, one (1) representative from CSUC, nominated and elected by the board; one (1) representative from CSUC, nominated and elected by the board; and the Inspire College Prep High School Principal. Consistent with Education Code section 47604(b), one (1) Chico Unified School District administrator, acting in an advisory capacity, may serve on the Board of Directors. The Board of Directors reserves the right to amend the by-laws to increase the number of directors at any regularly scheduled board meeting. A quorum by the board shall be a majority of the voting members.

The Board of Directors will be responsible for hiring a Principal who will be responsible for management of the day-to-day affairs of the School and will serve 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 will present to the District an overview of the measurable objectives. The Principal will report to the Board of Directors and be evaluated by the Board of Directors on a quarterly basis. Final authority for all matters dealing with the administration of the Inspire College Prep High School shall reside with the Board of Directors.

The Board of Directors will develop and adopt bylaws consistent with the Charter Schools Act, the terms of this charter, and all other applicable laws. The bylaws shall provide details in the voting rights, term of office, etc. of the members of the Board of Directors. The Board of Directors may establish committees or task forces deemed necessary from time to time.

School Site Council

The School Site Council will be the primary advisory group to the Principal. The School Site Council will have broad representation of parents, teachers, and other staff, community members and students. The composition of the Site Council will be the same as is required for other high school school site councils in the Chico Unified School District: half made up of equal numbers of parents and students; the other half made up of school personnel, including four teachers, the principal, and one other staff member (e.g., counselor, clerical staff, custodial staff, resource teacher). Members shall be nominated and elected by their constituencies (e.g., students will nominate and elect students, teachers will nominate and elect teachers, etc.) The School Site Council may make recommendations about issues related to the School and participate in reviewing parental and community concerns. The council will also be responsible for planning, monitoring and evaluating activities and expenditures for Consolidated Application programs operated at the school. The Principal will be responsible for communicating all School Site Council policy recommendations to the Board of Directors.

Conflicts Code

Members of the Board of Directors will be required to comply with any conflict of interest laws and regulations such as Government Code Section 1090 et seq., and the Political Reform Act (Government Code §§87100, et seq.).

Brown Act

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).

Public Records Act

The School shall comply with the Public Records Act and Education Code section 47604.3.

V. EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school.

The following standards shall be used by the Inspire College Prep High School in hiring teachers, administrators and other school staff. The School will recruit and hire professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Employees will meet specific qualifications for employment as outlined in their job descriptions. These documents shall be maintained on file at the Inspire College Prep High School and shall be subject to periodic inspection by the District. All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials, as necessary.

Site Principal Qualifications:

At a minimum, the Site Principal will possess leadership and management abilities, and a comprehensive educational vision that is consistent with the School's mission and educational program. In addition, the Site Principal should possess skills in hiring, developing, and supervising excellent teachers, as well as an administrative credential.

Teacher Qualifications:

At a minimum, the School's teachers will possess leadership and management abilities, and a comprehensive educational vision that is consistent with the School's mission and educational program. The School's 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 for "highly qualified teachers" under the No Child Left Behind Act. All teachers serving English language learner students must hold their CLAD or BCLAD certification where such is mandated by law.

Other Employees Qualifications:

The Inspire College Prep High School may employ other personnel (i.e., temporary or non-instructional staff) who will possess experience and expertise appropriate for their position as outlined in the School's personnel plan. 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.

VI. HEALTH AND SAFETY PROCEDURES

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures will include the requirement that each employee of the school will furnish the school with a criminal record summary as described in Education Code Section 44237

The School will comply with the provisions of Education Code 44237: Fingerprints and Criminal Records Summary. Each new employee having contact with minor students and 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 College Prep High School 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 for tuberculosis as required by law. The above requirements constitute conditions of employment.

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 and the screening of students for scoliosis to the same extent as would be required if students attended a non-charter public school. Records of staff and student immunizations will be maintained.

The School is committed to providing a safe school environment and the School will develop a comprehensive school safety plan. This plan will include but not be limited to the following topics:

- Immunization records
- Natural disasters and emergencies
- Blood-borne pathogens
- Facilities requirements
- Drug, alcohol, and tobacco free school
- Criminal background checks for employees

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.

VII. MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE

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

Believing that heterogeneity is beneficial for academic achievement and important for leadership development, our staff will make a particular effort to recruit a student body that reflects the diversity of the area in terms of ethnicity, socio-economic status, language, parents' educational levels, and nationality. These procedures may include enrollment time-lines that allow for a broad-based application process, the distribution of promotional materials across the district, and outreach meetings in local geographic areas. Promotional materials will feature students representing the diversity of our local population.

VIII. ADMISSION REQUIREMENTS AND POLICIES

The Admission requirements, if applicable.

The Inspire College Prep High School will be 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.

Inspire College Prep High School shall admit all pupils who wish to attend the school within the Chico Unified School District. As space allows, students may also be admitted from surrounding districts in Butte County, pursuant to the same Form 11 process used by other CUSD schools.

If the number of pupils who wish to attend Inspire College Prep High School 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 boundaries shall be given special consideration in the lottery over those students who do not. Special consideration shall also be given to students protected by Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Equal Protection Clause of the United States Constitution, to comply with both state and federal charter law.

It is not permissible under charter law to give special consideration to students whose backgrounds and circumstances traditionally create barriers to college-going: low-income families as determined by eligibility for Free and Reduced Lunch program, students whose parents did not graduate from college, students attending feeder schools designated underperforming, or students whose primary home language is other than English (except insofar as they are protected by Title VI of the Civil Rights Act). However, as discussed in section VII above, ICP 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.

IX. FINANCIAL AUDITS / FACILITIES / FINANCIAL REPORTING

The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted.

Financial Audits:

Because Inspire College Prep High School is an independent legal arm of the CUSD, audits will be performed each fiscal year as part of the annual audit process of CUSD. Any disputes regarding the audit, in either exceptions or deficiencies will be reviewed by the University Preparatory School 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.

The Inspire College Prep High School will work with the Chico Unified School District personnel to plan and manage its budget for all applicable State and Federal categorical funds, available lottery funds, discretionary funds, additional ADA money generated, grants, donations, fundraisers and gifts. The Charter Board will form an audit committee each fiscal year to

oversee the preparation and completion of an annual audit of the school's financial affairs. 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 the Inspire College Prep High School'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. The audit will be completed by December 15 following the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Secretary of the Board.

The audit committee will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations. The Board of Directors will submit a report to the District and County 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. The Inspire College Prep High School 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.

Facilities:

Inspire College Prep High School staff proposes to utilize existing facilities on the Chico High School campus presently occupied by the Academy of Communications and Technology (ACT) program. Details will be finalized during the planning year and formalized in an MOU with the district and with the school, but may include:

- 10 standard classrooms (960 square feet or larger)
- 1 office space that includes an area for a principal's office and teacher work space
- 2 computer video/audio/animation production computer labs (additional lab to be occupied in 2010/11 school year as new building is completed on the Chico High School site.)
- 1 audio studio with isolation booth and large sound stage area. (will be expanded to two studio control rooms and three isolation booths through 1D Facilities funding—approved March 2008)
- Storage space for instructional materials and office supplies
- Adequate parking
- Boys' and girls' restrooms, staff restrooms
- Indoor and outdoor physical education facilities
- 1 drama facility (will be expanded to include a TV production facility through 1D Facilities funding—see above)

Should the Chico Unified School District decide to relocate the ICP to another location within the district, the District will inform the ICP one year prior to the effective date of the move.

X. PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled.

The Inspire College Prep High School will use the same comprehensive set of student discipline policies as the Chico Unified School District. The procedures shall include the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. The offenses for which students in the Inspire College Prep High School must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively, will be the offenses listed in Education Code Section 48900 et seq. These policies will be distributed with student and parent information and will clearly describe expectations of student behavior. The ICP principal or his or her designee may suspend students who do not comply with these policies, and may recommend students who habitually do not comply with behavior standards or are a threat to the safety of the school for expulsion. Students will be afforded due process.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) or who is qualified under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to non-disabled students except when Federal and State law mandates additional or different procedures.

XI. RETIREMENT SYSTEM

The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the Federal Social Security program.

The Inspire College Prep High School will maintain a salary structure identical to Chico Unified School District's salary structure for both CUTA and CSEA employees. Employees will be offered the same health, vision, and dental benefit package offered to all CUSD employees. Employees of this Charter will participate in STRS, PERS, or Social Security depending upon each individual's eligibility.

XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternative for pupils residing within the District who choose not to attend charter schools.

Students who opt not to attend the Inspire College Prep High School 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.

XIII. DESCRIPTION OF EMPLOYEE RIGHTS

A description of the rights of any CUSD employee upon leaving the employment of the District to work in a charter school, and of any rights of return to the District after employment at a charter school.

Rights of School District Employees

No employee currently employed by CUSD shall be required or assigned to work at ICP. Any employee who so desires will be considered for employment through an open application process and, if hired, will become an employee of ICP. ICP employees, as employees of CUSD, shall have the right of return to CUSD schools pursuant to the policies and procedures and collective bargaining agreements of the District and shall be solely controlled by the District in accordance therein, with input from ICP.

Employee Representation

The Chico Unified School District shall be deemed the exclusive public school employer of the employees of the Inspire College Prep High School for the purposes of the Educational Employee Relations Act (EERA).

XIV. DISPUTE RESOLUTION PROCESS RELATING TO PROVISIONS OF THE CHARTER

Dispute Resolution Process, Oversight, Reporting, and Renewal

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 ICP 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 ICP, 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 ICP 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 ICP and CUSD

In the event that ICP or CUSD have disputes regarding the terms 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 ICP 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 disputed 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 arbitrator. The format of the arbitration 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 arbitrator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

Oversight, Reporting, Revocation, and Renewal

The Chico Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Principal of ICP prior to any observation or inspection. The CUSD shall provide such notice at least three working days prior to the inspection or observation unless the school's board or Principal agrees otherwise. 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 ICP.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of ICP in writing, noting the specific reasons for which the charter may be revoked, and grant ICP reasonable time to respond to the notice and take appropriate corrective action. ICP agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element 9. Within two months of the receipt of this annual review, CUSD must notify the governing board of ICP 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.

XV. LABOR RELATIONS

A declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school

For purposes of labor relations Inspire College Prep High School 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). Inspire College Prep High School staff may become members of the Collective Bargaining Units of CUSD. Under EERA, Inspire College Prep High School employees may, if desired, form a separate bargaining unit.

XVI. SCHOOL CLOSURE

A description of the procedures to be used if the school closes, including a final audit of the school to determine the disposition of all assets and liabilities, plans for disposing of any net assets, and plans for the maintenance and transfer of pupil records.

Should the Inspire College Prep High School cease operation, all assets secured from the appropriation of public funds shall be returned to the Chico Unified School District. All other assets will be distributed in compliance with all portions of Education Code 47605(b)(5)(P), including the requirement that there shall be "a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Further,

- The Inspire College Prep High School will notify parents, students, the California Department of Education, and the Butte County Office of Education;
- The Inspire College Prep High School Board of Directors shall adopt resolutions electing to dissolve the School;
- The Inspire College Prep High School of Directors shall set aside a cash reserve for the payment of estimated expenses, taxes, unascertained or contingent liabilities, and expenses and costs of distribution of assets, and dissolution; and
- All student records will be transferred to the District and/or temporary "close-down" headquarters for the Charter School.

The Inspire College Prep High School Board of Directors will designate a School employee(s) to remain on the payroll of the School beyond the school closing for the purpose of overseeing the transfer of student records, distribution of assets, as well as matters related to the close-down procedures.