



DEHESA SCHOOL DISTRICT
Regular Governing
Board Meeting

AGENDA

April 16, 2015

Welcome

Welcome to the meeting of the Dehesa School District Governing Board. Your interest in our school district is appreciated.

Our Governing Board

Our community elects five Board members who serve four-year terms. The Board members are responsible for the overall operation for the school district. Among its duties, the Board adopts and annual budget, approves all expenditures, establishes policies and regulations, authorizes employment of all personnel, approves curriculum and textbooks, and appoints the Superintendent.

Cindy White -

Mrs. White was first elected to the governing Board in November 2002, re-elected in 2006 and 2010 and her term expires in 2018.

Karl Becker -

Mr. Becker was elected to the board in 2010 and his term expires in 2018.

Christina Becker

Mrs. Becker was first elected to the Governing Board in the year 2014. Her current term expires in 2018.

Jeff Royal -

Mr. Royal was first elected to the governing Board in November 2000. He was re-elected in 2004, 2008 and 2012. His present term expires in 2016

Derek Voth

Mr. Voth was appointed to the Governing Board in January 2013 and his term expires in 2018.

DEHESA SCHOOL DISTRICT

LOCATION & TIME

CLOSED SESSION - 6:30 p.m.

Dehesa School – Library

LOCATION & TIME -

OPEN SESSION - 7:00 p.m.

Dehesa School - MPR

REGULAR GOVERNING BOARD MEETING

APRIL 16, 2015

AGENDA

Accommodations: In compliance with the American with Disabilities Act 1990, if you need special assistance to participate in this meeting, please contact the office of the Superintendent at 619-444-2161. Notification of 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to that meeting.

In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting, may be viewed at Dehesa School District, 4612 Dehesa Road, El Cajon, CA 92019, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Sheila Cochran.

I. Call to Order

- A. Public Comment on Closed Session Items

II. Closed Session

- A. **PUPIL PERSONNEL MATTERS:** The Governing Board will recess to Closed Session to consider pupil personnel matters pursuant to Government Code Section 35146, 72122, and 48918
- B. **PERSONNEL MATTERS:** The Governing Board will recess to Closed Session to consider personnel matters pursuant to Government Code Section 54957
 - 1. Appointment, Employment, Evaluation of Performance, Discipline, Leaves, or Dismissal of a Public Employee
- C. **NEGOTIATIONS:** The Governing Board will recess to Closed Session to consider negotiations and related matters pursuant to Government Code 54957.
 - 1. Employee Organizations: DTA, CSEA, and Unrepresented Employees
- D. **POTENTIAL LITIGATION:** The Governing Board will recess to Closed Session to consider possible litigation pursuant to Government Code 54956.9 (b.)(1).
- E. **REAL PROPERTY:** The Governing Board will recess to Closed Session to consider real property pursuant to Government Code 54956 8 (b.)(1).

III. Public Meeting

- A. Call to Order and Establishing a Quorum
- B. Closed Session Report of Any Action Taken
- C. Pledge of Allegiance
- D. Agenda Approval

IV. Requests to Address the Board

- A. **District/Community Organization Reports**
 - 1. Parents' Club – Amy Haisch, President
 - 2. Dehesa Teacher's Association – President – Laura Franchini
 - 3. California School Employees Association # 663 - Jackie Finch, President
 - 4. Element Education – Terri Novacek, Director
 - a. Dehesa Charter School
 - b. Community Montessori

5. Diego Hills Charter School – Lindsay Reese
6. The Heights Charter School – Diana Whyte
7. Method Schools – Jessica Venezia
8. Mosaica Online Academy of Southern California – Justin Schmitt
9. Citizen Input.

B. Board Input

V. Routine Action Items

The following items are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business.

- A. Approval of Minutes – It is recommended that the board of Trustees approve the minutes of the following meetings:
 1. Regular Meeting – March 12, 2015
 2. Special Meeting – March 19, 2015
- B. Approval of Warrants – It is recommended that the Board of Trustees approve the commercial warrants as presented.
- C. Conferences and Workshops – None

VI. Information & Proposals (Action may be taken)

- A. Correspondence
 1. CSBA Delegates Election Results
 2. Letter to Jonathan Cole Lucas regarding Burnbook from all San Diego County Superintendents
 3. EdSource Common Core Article
 4. La Mesa – Spring Valley Invitation for the Dedication Honoring Penny Halgren
- B. Report, Information, and Presentations
 1. Budget Report
 2. State School Building Report
 3. Technology Report
 4. CALPADS Data Management Report
 5. Site Administrator Report
 6. Williams Settlement Report
 7. Enrollment

C. Discussion - None

VII. Action Items

A. Public Hearings

A public hearing will be held at this time to allow public input regarding the following items:

- A. The Board will consider public the Charter Petition for Inspire Charter School - South

B. Old Business – None

C. New Business

1. The Board will consider Resolution 2015.4.1
2. The Board will consider the Annual Report of the Citizens' Oversight Committee
3. The Board will consider the Memorandum of Understanding between The DEHESA SCHOOL DISTRICT and California School Employees Association, Dehesa Chapter #663
4. The Board will consider the Transfer of Interest Funds From the Cafeteria Fund to the General Obligation Bond Fund

D. Negotiations – Public Hearing

1. Dehesa Teachers Association (DTA) Acceptance of Contract Proposal and Public Hearing
2. California School Employees Association (CSEA) Acceptance of Contract Proposal and Public Hearing

E. Board Policies - None

F. Personnel

The Board will consider ratification of the Superintendent's personnel actions:

1. Temporary Classroom Aide Six Hour Aide Position

VIII. Advance Planning

A. Next Meeting

1. Regular Meeting – May 21, 2015 at 6:30p.m. Closed Session/7:00p.m. Open Session

B. Agenda Items – Trustees may request placing items on the next agenda

C. Future Meeting Dates

1. Special Meeting – June 18, 2015 at 6:00p.m.
2. Regular Meeting – June 25, 2015 at 6:30p.m. Closed Session/7:00p.m. Open Session

IX. Adjournment

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Janet Wilson
Subject: Routine Action Items

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Public Hearing
- Roll Call Vote Required
- Discussion

The following items are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business.

Routine Action Items

The following items are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and placed under new and/or unfinished business.

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- C. Conferences and Workshops – None

Agenda Item #s: V.A-C

DEHESA

SCHOOL DISTRICT

REGULAR GOVERNING BOARD MEETING

March 12, 2015

Minutes

I-III. Call to Order:

President Cindy White called the meeting to order at 7:20 pm and reported no action was taken at closed session. Jackie Finch led all in the Pledge of Allegiance. A quorum was established; members present – Cindy White, Jeff Royal, Derek Voth, Karl Becker and Christina Becker. Karl Becker made a motion to approve the Agenda, seconded by Derek Voth and approved by all.

IV. A. Requests to address the Board

1. Parents Club – Nancy Hauer shared Parent’s Club will be holding a Fun Run on March 27th and it will be at the Sycuan Rec. Center due to our construction.
2. DTA - President Laura Franchini informed the Board that DTA has submitted their intent to negotiate for this year.
3. CSEA – President Jackie Finch stated the same, given intent to negotiate to the Superintendent
- 4 – 8 Charter Schools: Nancy Hauer shared with the Board that Diego Hills Charter currently has an enrollment of 1036 and will be opening another site in Lemon Grove in August. Dehesa Charter has plans to open a preschool Montessori site in Carlsbad next school year.

B. Citizen Input: None

C. Board Input: Jeff Royal would like a list of all the Charter Board Meeting Dates.

VI. Routine Action Items A-C:

Jeff Royal made a motion to approve the routine action items; Derek Voth seconded the motion and roll call vote followed:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Derek Voth, Christina Becker

Nays: None

Abstain: None

Absent: None

VI. Information and Proposals

A. No discussion on Correspondence

B.1. Budget Report: Mrs. Wigg stated that she would address the budget report later in the agenda with the discussion of the Second Interim Report.

2. Site Administrator Report: Mrs. Hauer reported the following:

- The Jump Rope/Hoops for Heart raised just shy of \$1,700.00 and we will receive a gift certificate to be used for playground equipment.
- LCAP is continuing with Mrs. Ripke, Mrs. Wigg and herself working on it. They will be setting up meetings for stakeholders.
- Dehesa Discovery Days on Feb 27 was all about exploding objects and big success.
- New computers have been purchased for grades third through eighth so now each of our students have their own lap tops. Middle school teachers have noted more instruction time, since laptops are connecting and loading more efficiently.
- Title VII meetings were held this past Tuesday to create goals for the 3rd trimester for our Native American students.
- Fourth grade went on their annual field trip to San Juan Capistrano today via Amtrak train
- Second trimester ended March 6th. Teachers are looking forward to Spring Conferences next week to update the parents on their child's progress.
- Our new sound system donated by Alpine VFW has now been installed and is being used.

3. Enrollment: Nancy Hauer reported our current enrollment is 192 and we just had two new students, 4th and 7th grade, register who will be starting after break.

C. Discussion: None

VII. Action Items

A. Public Hearings: None

B. Old Business: None

C. New Business

1 Resolution 2015.3.1 A motion was made by Jeff Royal and seconded by Karl Becker to consider, reduction or elimination of certificated staff. Discussion followed and clarification of why this was needed.

Roll Call Vote:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Derek Voth, Christina Becker

Nays: None

Absent: None

2. Resolution 2015.3.2. Motion made by Jeff Royal to consider this resolution. Karl Becker seconded the motion and discussion followed.

Roll Call Vote:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Derek Voth, Christina Becker

Nays: None

Absent: Non3

3. Second Interim Report: Derek Voth made a motion to consider said report and it was seconded by Jeff Royal. Mrs. Wigg reviewed the 2nd Interim report: The total revenues projected on the 2nd Interim report are \$3,041,421. The total expenditures are estimated at \$3,152,166. The projected surplus of revenues over expenditures on the unrestricted side of the budget is \$20,657. The District is using a total of \$252,462 in Charter Oversight funds and \$137,741 in Special Education and Mental Health Carryover funds to offset the deficit. The Second Interim report includes a transfer out of \$67,519 to the retiree benefit fund to pay for the annual required contribution. Mrs. Wigg informed the Board that the next financial report will be the 2015-16 budget and it will be brought to the Board for adoption on June 25, 2015. Due to the recently added sections in Education Code for the LCAP, the District will need to schedule two meetings in June. Education Code, section 52062 4(b)(1) states that a public hearing for the budget and the LCAP must be held on the same day. Education Code, section 52062 4(b)(2) states that the governing board shall adopt a budget and an LCAP in a public meeting, both of which shall be held after, but not on the same day, as the public hearings. After some Board discussion, the Board agreed to schedule an additional meeting to conduct the public hearing for the LCAP and the budget. The meeting will be scheduled for 6:00 p.m. on June 18,

2015. A revised Board calendar will be taken to the Board for approval in April of 2015.

Roll Call Vote:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Derek Voth, Christina Becker

Nays: None

Absent: None

4. Bond Audit Report: Derek Voth made a motion to consider the report and it was seconded by Jeff Royal. Mrs. Wigg reported that there were no findings in the audit Report. The beginning fund balance recorded on page 5 of the report was \$2,508,055. The District closed the 2013-14 fiscal year with an ending fund balance of \$4,237,426. It was noted on page 11 of the report that as of June 30, 2014, there was \$46,788 due to the Bond Fund from the Cafeteria Fund. Mrs. Wigg explained that a check from the architect was mistakenly deposited into the Cafeteria Fund during the 2013-14 school year. The previous Business Manager made an adjusting entry to correct the deposit, however, the entry did not record properly on the financial statements due to difficulties with converting to a new financial accounting software. Trustee Becker requested an accounting of the interest owed to the Bond fund as a result of the error. Mrs. Wigg will include a breakdown of the interest earned in the April Board packet.

Roll Call Vote:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Derek Voth, Christina Becker

Nays: None

Absent: None

5. E Rate Contract: Karl Becker made a motion and it was seconded by Jeff Royal. Mrs. Wigg explained that the District is eligible to receive E-rate funding of \$22,080 for internet connection services which can be applied towards the building project. As required for the E-rate funding process, the District went out to bid for internet connection services and received zero bids for the project. Mrs. Wigg informed the Board that in the case *Graydon vs. Pasadena*, the courts ruled that when competitive bidding is impracticable, impossible, or when bidding the project will not produce any advantage to the District, the District can solicit quotes, award a bid, and proceed with their project. Mrs. Wigg said that with Board direction, she would solicit quotes on behalf of the District, but in order to meet all of the deadlines for E-rate funding, the Board would need to call a special Board meeting to award the bid prior to March 20, 2015. After a brief discussion on available dates, the Board agreed to call a Special Board Meeting on March 19, 2015 at 6:25 a.m.

*Dehesa School District
Governing Board Meeting
March 12, 2015*

Roll Call Vote:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Derek Voth, Christina Becker

Nays: None

Absent: None

VII. D. Personnel: Karl Becker made a motion which was seconded by Derek Voth to approve the ratification of the Superintendent's personnel actions.

Roll Call Vote:

Ayes: Cynthia White, Jeff Royal, Karl Becker, Derek Voth, Christina Becker

Nays: None

Absent: None

VIII. Advanced Planning:

A. Next regular Board meeting is set for April 16, 2015. Closed session will be at 6:30 with open session at 7:00 pm.

IX. Adjournment: Meeting was adjourned at 8:40 pm.

Respectfully submitted by:

Approved by:



Sheila Cochran
Administrative Secretary



Derek Voth
Clerk of the Board

DEHESA

SCHOOL DISTRICT

REGULAR GOVERNING BOARD MEETING

March 19, 2015

Minutes

I-III. Call to Order:

President Cindy White called the meeting to order at 6:27 and established a quorum. No closed session at this meeting.

Members Present:	Cindy White, President Karl Becker, Vice President Christina Becker, Board Member Derek Voth, Clerk
Members Absent	Jeff Royal, Vice President - Absent

Derek Voth made a motion to approve the agenda, seconded by Karl Becker and approved by all.

IV. Action Items:

A.1 Derek Voth made a motion to approve the E-Rate Contract Proposal, seconded by Karl Becker. Roll Call Vote as follows:

Ayes: Cynthia White, Derek Voth, Karl Becker, Christina Becker

Nays: None

Absent: Jeff Royal

V. Meeting Adjourned at 6:29.


Sheila Cochran, Secretary

Derek Voth, Clerk

Dehesa School District
COMMERCIAL WARRANT LISTINGS

April 1, 2015

Warrant ID	Vendor Name	Payment Date	Fund	Amount
14024605	STATE WATER RESOURCES CONTROL BOARD	3/2/2015	Bond Fund	559.00
14025179	West Coast Air Conditioning, Inc.	3/5/2015	Bond Fund	30,000.00
14027082	AUDIOMETRICS	3/17/2015	General Fund	135.00
14027814	Methods Schools	3/20/2015	General Fund	(11,272.06)
14027814	Methods Schools	3/20/2015	General Fund	13,503.39
14027815	COMMUNITY MONTESSORI	3/20/2015	General Fund	(3,604.09)
14027815	COMMUNITY MONTESSORI	3/20/2015	General Fund	8,977.62
14027816	DEHESA CHARTER SCHOOL	3/20/2015	General Fund	32,303.74
14027816	DEHESA CHARTER SCHOOL	3/20/2015	General Fund	(8,631.50)
14027817	DIEGO HILLS CHARTER SCHOOL	3/20/2015	General Fund	19,306.06
14027817	DIEGO HILLS CHARTER SCHOOL	3/20/2015	General Fund	(5,377.92)
14027818	THE HEIGHTS CHARTER SCHOOL	3/20/2015	General Fund	3,265.21
14027818	THE HEIGHTS CHARTER SCHOOL	3/20/2015	General Fund	(844.04)
14028248	Extended School Services	3/24/2015	General Fund	200.00
14028249	Palos Sports Inc	3/24/2015	General Fund	187.83
14028250	Follett School Solutions Inc	3/24/2015	General Fund	538.11
14028251	FRANCOS GIANT PIZZERIA	3/24/2015	Cafeteria Fund	277.95
14028252	General Binding Corporation	3/24/2015	General Fund	117.29
14028253	School Services of California, Inc.	3/24/2015	General Fund	195.00
14028254	AARDVARK ANT & PEST CONTROL	3/24/2015	General Fund	109.00
14028255	AT & T	3/24/2015	Child Care Fund	44.18
14028256	BARNES & NOBLE, INC.	3/24/2015	General Fund	299.95
14028257	BEST BEST & KRIEGER	3/24/2015	Bond Fund	5,093.20
14028258	ABA Education Foundation	3/24/2015	General Fund	300.00
14028259	SAN DIEGO COUNTY	3/24/2015	General Fund	75.00
14028260	CAJON VALLEY UNION SCHOOL DIST	3/24/2015	General Fund	463.68
14028261	G. WAYNE OETKEN & ASSOCIATES	3/24/2015	Dev Fee Fund	4,544.85
14028262	HOLLANDIA DAIRY, INC.	3/24/2015	Cafeteria Fund	856.79
14028263	OTAY WATER DISTRICT	3/24/2015	General Fund	343.88
14028264	SOUTH BAY FENCE INC.	3/24/2015	General Fund	652.00
14028265	SHEILA COCHRAN	3/24/2015	General Fund	30.48
14028266	SAN DIEGO GAS & ELECTRIC	3/24/2015	General Fund	3,188.20
14028267	SYSCO FOOD SERVICES OF S.D.	3/24/2015	Child Care Fund	289.92
14028268	SOUTHWEST SCHOOL SUPPLY	3/24/2015	General Fund	424.45
14028269	TERMINIX INTERNATIONAL	3/24/2015	General Fund	244.00
14028270	WASTE MANAGEMENT	3/24/2015	General Fund	501.76
14028271	XEROX EDUCATION PUBLICATIONS	3/24/2015	General Fund	693.98
14028455	Industrial Chem Labs	3/25/2015	General Fund	285.02
14028456	Thomas F. Bishop	3/25/2015	General Fund	550.00
14028457	Hewlett-Packard Co.	3/25/2015	General Fund	15,328.87
14028458	U-T San Diego	3/25/2015	Bond Fund	1,136.40
14028459	PAC HEATING & AIR COND INC.	3/25/2015	General Fund	1,091.00
14028460	SAN DIEGO CTY SPEECH PATHOLOGY	3/25/2015	General Fund	1,945.00

Dehesa School District
COMMERCIAL WARRANT LISTINGS

April 1, 2015

Warrant ID	Vendor Name	Payment Date	Fund	Amount
14028460	SAN DIEGO CTY SPEECH PATHOLOGY	3/25/2015	General Fund	2,650.00
14028461	SMALL SCHOOL DISTRICTS' ASSOC.	3/25/2015	General Fund	600.00
14028462	WILKINSON HADLEY KING & CO LLP	3/25/2015	Bond Fund	3,200.00
14028463	XEROX EDUCATION PUBLICATIONS	3/25/2015	General Fund	1,086.72
14028644	West Coast Air Conditioning, Inc.	3/26/2015	Bond Fund	139,253.00
14028645	VISTA HILL	3/26/2015	General Fund	1,567.00
14028904	ALPINE UNION SCHOOL DISTRICT	3/27/2015	Cafeteria Fund	6,568.07

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Janet Wilson

Subject: Correspondence

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

A. Correspondence

1. CSBA Delegates Election Results
2. Letter to Jonathan Cole Lucas regarding Burnbook from all San Diego County Superintendents
3. EdSource Common Core Article
4. La Mesa – Spring Valley Invitation for the Dedication Honoring Penny Halgren

Agenda Item #: VI.A.1-4

Hi Sheila, Please see below, all who were in attendance:
(The speakers in order where – Nick, Diane, Giovanna, and Tammy)

Name	Position
Dr. Nick Nichols	Executive Director
Diane Beran	Director of Academic Program
Dr. Edward Robillard	President
Rosa Robillard	Spouse
Tammy Kirkpatrick	San Diego Regional Director
Rich Kirkpatrick	Spouse
Giovanna Arzaga	Los Angeles Regional Director
Elizabeth Odenthal	Director of Special Education
Nikki Kholenberger	Home School Teacher

LIST OF ALL CURRENT DELEGATES

(As of March 30, 2015)

The following Delegates in bold *were elected, re-elected or appointed* ((**◇**) denotes district appointment) to the Delegate Assembly for a two-year term from April 1, 2015 – March 31, 2017.

REGION 12 – 13 Delegates (11 elected/2 appointed**◇**)

Subregion 12-A (County: Tulare)

Pete Lara (Porterville USD), 2016
Donna Martin (Visalia USD), 2016
Cathy Mederos (Tulare Joint Union HSD), 2017
Dean Sutton (Exeter Union ESD), 2017

Subregion 12-B (County: Kern)

Pam Baugher (Bakersfield City SD), 2017
Linda Brenner (Panama-Buena Vista Union SD), 2017
Jeff Flores, (Kern Union HSD) 2017 **◇**
Tim Johnson (Sierra Sands USD), 2017
Elizabeth Naty Santana-Garibaldo (Lamont ESD), 2017
Scott Starkey (Southern Kern USD), 2016
Mike Williams (Kern Union HSD), 2016 **◇**
Vacant, 2016

County Delegate

Donald Cowan (Kern COE), 2016

REGION 15 – County: Orange

24 Delegates (18 elected/6 appointed**◇**)

Ginny Aitkens (Saddleback Valley USD), 2017**◇**
Dana Black (Newport-Mesa USD), 2016
Lauren Brooks (Irvine USD), 2016
Bonnie Castrey (Huntington Beach Union HSD), 2017
Jeff Cole (Anaheim City SD), 2017
Gina Clayton-Tarvin (Ocean View SD), 2017
Ian Collins (Fountain Valley ESD), 2017
Debbie Cotton (Ocean View SD), 2017
Meg Cutuli (Los Alamitos USD), 2016
Judy Franco (Newport-Mesa USD), 2016
Karin Freeman (Placentia-Yorba Linda USD), 2017
Bob Harden (Garden Grove USD), 2017**◇**
Cecilia Iglesias (Santa Ana USD), 2016**◇**
Lan Q. Nguyen (Garden Grove USD), 2016**◇**
Annemarie Randle-Trejo (Anaheim Union HSD), 2016**◇**
Rob Richardson (Santa Ana USD), 2017**◇**
Rosemary Saylor (Huntington Beach City ESD), 2016
Francine Scinto (Tustin USD), 2016
Michael Simons (Huntington Beach Union HSD), 2016
Robert A. Singer (Fullerton Joint Union HSD), 2017
Suzie R. Swartz (Saddleback Valley USD), 2017
Sharon Wallin (Irvine USD), 2016
Dolores Winchell (Saddleback Valley ESD), 2017

County Delegate

John (Jack) Bedell (Orange COE), 2017

REGION 16 – 20 Delegate (15 elected/5 appointed**◇**)

Subregion 16-A (County: Inyo)

Susan Patton (Lone Pine USD), 2017

Subregion 16-B (County: San Bernardino)

Christina Cameron-Otero (Needles USD), 2017
Lorena Corona (Fontana USD), 2017**◇**
Tom Courtney (Lucerne Valley USD), 2017
Barbara J. Dew (Victor Valley Union HSD), 2016
Cathline Fort (Etiwanda ESD), 2016
Karen Gray (Silver Valley USD), 2017
Karen S. Morgan (Victor ESD), 2016
Sylvia Orozco (Chino Valley USD), 2017**◇**
Caryn Payzant (Alta Loma ESD), 2016
Sharon Perong (San Bernardino City USD), 2017**◇**
Mary Sandoval (Fontana USD), 2016**◇**
Lynda Savage (San Bernardino City USD), 2016**◇**
Barbara Schneider (Helendale SD), 2016
Jane D. Smith (Yucaipa-Calimesa Jt. USD), 2016
Eric Swanson (Hesperia USD), 2017
Kathy A. Thompson (Central ESD), 2017
Charles Uhalley (Chaffey Joint Union HSD), 2017
Donna West (Redlands USD), 2016

County Delegate

Mark Sumpter (San Bernardino COE), 2016

REGION 17 – County: San Diego

23 Delegates (17 elected/6 appointed**◇**)

Elvia Aguilar (South Bay Union ESD) 2016
Barbara Avalos (National SD), 2016
Kevin Beiser (San Diego USD), 2017**◇**
Marissa A. Bejarano (Chula Vista ESD), 2016
Katie Dexter (Lemon Grove SD), 2016
Twila Godley (Lakeside Union SD), 2017
Beth Hergesheimer (San Dieguito Union HSD), 2017
Adrienne Hakes (Oceanside USD), 2016
Elizabeth Jaka (Vista USD), 2016
Mame Foster (San Diego USD), 2017**◇**
Claudine Jones (Carlsbad USD), 2016
Michael McQuary (San Diego USD), 2016**◇**
Janet W. Mulder (Jamul-Dulzura Union ESD), 2017
Tamara Otero (Cajon Valley Union SD), 2017
Dawn Perfect (Ramona USD), 2017
Jay Petrek (San Marcos USD), 2016
Barbara Ryan (Santee ESD), 2017
Priscilla Schreiber (Grossmont Union HSD), 2017
Nicholas Segura (Sweetwater Union HSD), 2016**◇**
Arturo Solis (Sweetwater Union HSD), 2017**◇**
Julie Union (Solana Beach ESD), 2016
Vacant (Poway USD), *Pending***◇**

LIST OF ALL CURRENT DELEGATES

(As of March 30, 2015)

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Region 17 County Delegate

Mark C. Anderson (San Diego COE), 2017

REGION 18 – 21 Delegates (16 elected/5 appointed◇)

Subregion 18-A (County: Riverside)

Gayle A. Cloud (Riverside USD), 2017◇
Stanley Crippen (Lake Elsinore USD), 2016
Bruce N. Dennis (Riverside COE), 2017
Kenneth C. Dickson (Murrieta Valley USD), 2017
Tom Elliott (Perris ESD), 2016
Tom R. Hunt (Riverside USD), 2016◇
Ben Johnson, II (Alvord USD), 2016
Cleveland Johnson (Moreno Valley USD), 2017◇
Marla Kirkland (Val Verde USD), 2016
Memo Mendez (Jurupa USD), 2017
Bill Newberry (Corona-Norco USD), 2017◇
John I. Norman (San Jacinto USD), 2017
David Allen Pulsipher (Temecula Valley USD), 2017
Elizabeth Romero (Riverside COE), 2016
Cathy L. Sciortino (Corona-Norco USD), 2016◇
Susan Scott (Lake Elsinore USD), 2016
Sandra Tusant (Romoland ESD), 2017

Subregion 18-B (County: Imperial)

Ralph Fernandez (Brawley Union HSD), 2017
Diahna Garcia-Ruiz (Heber ESD), 2017
Frances Terrazas (El Centro ESD), 2016

County Delegate

Jay Hoffman (Riverside COE), 2016

REGION 20 – County: Santa Clara

12 Delegates (11 elected/1 appointed◇)

Robert Benevento (Morgan Hill USD), 2016
Frank Biehl (East Side Union HSD), 2016
Cynthia Chang (Los Gatos-Saratoga Joint Union HSD), 2016
Danielle Cohen (Campbell Union ESD), 2017
Pamela Foley (San Jose USD), 2017◇
Anjali Kausar (Cupertino Union SD), 2017
Reid Myers (Sunnyvale), 2017
Andres Quintero (Alum Rock Union ESD), 2017
George Sanchez (Franklin-McKinley ESD), 2017
Pamela Parker (Campbell Union HSD), 2016
Vacant, 2016

County Delegate

Darcie Green (Santa Clara COE), 2016

REGION 21 – County: Los Angeles

7 Delegates (7 appointed◇)

Tamar Galatzan (Los Angeles USD), 2015◇
Monica Garcia (Los Angeles USD), 2017◇
George McKenna (Los Angeles USD), 2015◇
Monica Ratliff (Los Angeles USD), 2017◇
Richard Vladovic (Los Angeles USD), 2015◇
Steven Zimmer (Los Angeles USD), 2017◇

County Delegate

Douglas Boyd (Los Angeles COE), 2016◇

REGION 22 – County: North Los Angeles

6 Delegates (6 elected)

John K. Curiel (Westside Union ESD), 2017
R. Michael Dutton (Antelope Valley Union SD), 2017
Gwendolyn Farrell (Westside Union ESD), 2016
Christy Smith (Newhall SD), 2016
Steven M. Sturgeon (William S. Hart Union HSD), 2017
Donita J. Winn (Antelope Valley Union HSD), 2016

REGION 23 – County: E. Los Angeles & San Gabriel Valley

16 Delegates (13 elected/3 appointed◇)

Subregion 23-A

Adefe Andrade-Stadler (Alhambra USD), 2017
Kenneth Bell (Duarte USD), 2017
Bob Bruesch (Garvey ESD), 2016
Gary Scott (San Gabriel USD), 2016
Alexandra Zucco (Monrovia USD), 2016

Subregion 23-B

Benjamin Cardenas, (Montebello USD), 2016◇
Anthony Duarte (Hacienda La Puente USD), 2016
Heidi L. Gallegos (Rowland USD), 2017
David Vela (Montebello USD), 2017◇
Tie Run-off Pending between:
Helen Hall (Walnut Valley USD), 2017; and
Gino M. Kwok (Hacienda La Puente USD), 2017

Subregion 23-C

Xilonin Cruz-Gonzalez (Azusa USD), 2016
Christina Lucero (Baldwin Park USD), 2017
Eileen Miranda Jimenez (West Covina USD), 2017
Roberta Perlman (Pomona USD), 2017◇
Camie Poulos (West Covina USD), 2016
Paul Solano (Bassett USD), 2016



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 Linda Vista Road, San Diego, CA 92111 • 858-292-3500 • www.sdcoe.net
Randolph E. Ward, Ed.D., Superintendent of Schools

April 7, 2015

Via email and U.S. mail

Jonathan Lucas
Chief Executive Officer
Burnbook
c/o Blushhh, LLC
4 Burnett Rd
Mendham, NJ 07945

Dear Mr. Lucas,

Over the last month there have been numerous threats of violence in San Diego County schools via your mobile application Burnbook. So many in fact, we have not been able to keep track of the exact number.

The Burnbook threats have resulted in school closures, lockdowns, and shelter-in-place situations on campuses across the San Diego region, as well as concern and anxiety for our parents, families, students, faculty, and staff.

Your app has not only been a forum for school-wide threats of violence but for bullying and harassment among our school-aged students across the entire San Diego region.

We are requesting immediate removal of the Burnbook communities in and around all 774 schools in San Diego County. Per Burnbook's General Terms "all users must be 18 (or 17 with permission from legal guardian)." The students who attend all 42 districts' schools are in elementary, middle/junior high and high school. Most of our students are under the age of 18 and do not have permission from a guardian to access your app.

The safety and security of our students is a top priority for all superintendents in the San Diego region. This is why we have chosen to reach out to you on behalf of the more than 500,000 students in our community.

Please contact Music Watson, the San Diego County Office of Education's chief communications officer, at 858-292-3719 or music.watson@sdcoe.net to discuss next steps. Thank you for your immediate attention to this matter.

Service and Leadership for Student Achievement

Board of Education

Mark C. Anderson Alicia Muñoz Lyn Neylon Doug Perkins Gregg Robinson

Jonathan Lucas
April 7, 2015
Page 2

Sincerely,



Dr. Randolph E. Ward, County Superintendent of Schools

On behalf of San Diego County School District Superintendents:

Dr. Justin Cunningham, Bonsall Unified School District
Dr. David Miyashiro, Cajon Valley Union School District
Jill Vinson, Cardiff School District
Dr. Suzette Lovely, Carlsbad Unified School District
Dr. Francisco Escobedo, Chula Vista Elementary School District
Dr. Jeffrey P. Felix, Coronado Unified School District
Janet Wilson, Dehesa School District
Dr. Timothy Baird, Encinitas Union School District
Steve Boyle, Escondido Union High School District
Dr. Luis Ibarra, Escondido Union School District
Dr. Candace Singh, Fallbrook Union Elementary School District
Dr. Hugo Pedroza, Fallbrook Union High School District
Ralf Swenson, Grossmont Union High School District
Nadine Bennett, Jamul Dulzura Union School District
David Schlottman, Julian Union High School District
Brian Duffy, Julian Union School District
Brian Marshall, La Mesa-Spring Valley School District
Ernie Anastos, Lemon Grove School District
Dr. Kathy Granger, Mountain Empire Unified School District
Dr. Chris Oram, National School District
Dr. Duane Coleman, Oceanside Unified School District
Dr. John Collins, Poway Unified School District
Dr. Robert Graeff, Ramona Unified School District
Lindy Delaney, Rancho Santa Fe School District
Cindy Marten, San Diego Unified School District
Rick Schmitt, San Dieguito Union High School District
Dr. Kevin D. Holt, San Marcos Unified School District
Dr. Cathy A. Pierce, Santee School District
Dr. Nancy Lynch, Solana Beach School District
Dr. Katie McNamara, South Bay Union School District
David Jones, Vallecitos School District
Mary Gorsuch, Valley Center-Pauma Unified School District
Dr. Devin Vodicka, Vista Unified School District
Dr. Melissa A. Brown, Warner Unified School District

Teachers 'need time with peers to dig deep' into Common Core standards

Apr 7, 2015 | By EdSource staff | 2 Comments

EdSource is conducting a series of interviews featuring educators' experiences with the Common Core State Standards. San Jose Unified is one of six districts that EdSource is following during implementation of the new standards. For more information about the Common Core, check out our guide.

A Bay Area native, Vincent Matthews has been superintendent of the San Jose Unified School District since 2010. Before that he was the state-appointed administrator of Oakland Unified, an area superintendent of San Diego Unified and an educator in residence for the NewSchools Venture Fund, a venture philanthropy firm. Before becoming San Jose Unified's assistant superintendent of instruction and director of the district's bilingual education and special programs, Nancy Albarran was director of curriculum, instruction and English learner services for pre-kindergarten through the elementary grades.

The following are edited excerpts from an EdSource interview with Matthews and Albarran about challenges and encouraging signs in their district under the Common Core.

What do you see as the very specific difference that is coming with the new standards?

Matthews: It's the way that it looks at boosting a conceptual understanding and critical thinking. This is what we heard from the community and from businesses four years ago when we created our strategic plan - that they're looking for those with the critical thinking and the creative skills to not just see what's right ahead, but also what's around the corner. Previously the floor was the California State

Standards, but now we believe the floor has been raised with Common Core. So it's not all the way where we want to go, but we believe it's absolutely in the right direction.

Give us a picture of what that looks like in the classroom, what a parent visiting a class would see differently.

Albarran: We see teachers not just asking students to define and recall and match information, but having students infer, predict, estimate. We see a lot more synthesis and investigations – students really having to look at and challenge complex texts. We see a lot more non-fiction. That's a great shift, given that 80 percent of what students are going to look at and read is informational texts in college and post-secondary education.

Could the demand for higher standards backfire for English learners or poor kids who have always been behind, if you don't put in a lot of extra effort? In New York when the first results came from the Common Core tests, the minority students and low-income students did worse than they had done before compared to white students.

Albarran: We have done a lot of work with the English Language Development standards and are making sure that our teachers understand the difference between teaching in English and teaching English as a language. We're really committed to using that 20 percent supplemental funding (under the Local Control Funding Formula) to create additional opportunities for them to learn English at an accelerated pace.

This will be a baseline year for the assessments, and the goal will be growth from year to year. We have not pushed a prep curriculum. We want to separate the standards from the assessments. We want to make sure that people understand it's about going deeply into the standards and really not emphasizing test results as much.

Matthews: The other piece of that too is to be out front. Then, as you're designing what you're doing with Common Core, you're always having that in mind. We've invested significant money in adaptive learning programs in response to our teachers indicating that they

needed additional support with individualizing instruction, especially for English learners and students that have significant gaps. We've leveraged that resource to allow teachers to work with small groups while other students are having their needs met through our adaptive learning programs.

You did not use the interim assessments that Smarter Balance provided. How are your teachers getting a sense of what their students are comprehending?

Albarran: The interim assessments only recently became available, and our teachers have access to them. We started our implementation in 2011 and 2012. We've created more than 300 units in collaboration with WestEd (a San Francisco-based research organization) and created assessments that went with each of the units. Many of the assessments are performance-based (instead of multiple choice), and that really informed the instruction in the classroom.

How are you preparing them for an online test?

Matthews: We had already made significant investments in technology before Common Core. We continued through Common Core, but we're not having to spend the lion's share on technology, and so we're able to spend much more on professional development for our instructional staff.

Do you have adequate curriculum materials aligned with the Common Core?

Matthews: The loudest complaint that we're hearing, especially from our elementary instructors, is not having all the materials that they wish were in place. With limited resources, when we do make the purchase, we want to make sure it's high quality, it's very rigorous. Some publishers say that theirs are at a high level, but once we look at the material, we determine that it's not going to give our students what they need.

Where specifically do you feel that – more in English than in math?

Albarran: Mostly at the elementary level in Language Arts. And also in

our transitional bilingual. High-quality Spanish materials have always been a concern, but it's a real concern now.

If you had significant money for Common Core that came your way this year, how would you use it, and what would your priorities be?

Albarran: Professional development. Especially at the elementary level, we have a lot of teachers that have told us, "I need more training for myself in the area of math." So I would really create a lot of opportunity for teachers to build their own understanding in the content areas. And then a lot of time for collaboration. Many times people keep looking for the magic program that's going to change outcome for students yet it's really about how our teachers are refining their instruction. To do that they need time with their peers, time to really dig deep into the standards.

So at this point do you feel like the teachers in the district are pretty well prepared on a scale of 1 to 10 to take on this challenge?

Albarran: We are where we need to be in the initial stages of implementation, and we still have a lot of work ahead of us. But I'm confident that by 2019-20, when California expects everybody to be in full implementation, we will be there.

La Mesa-Spring Valley
School District

EVERY CHILD LEARNING EVERY DAY

4750 Date Avenue, La Mesa, California 91942-9293
619 668-5700 www.lmsvsd.org

April 7, 2015

Dear Elected Official/Community Member:

On behalf of the Board of Education, you are cordially invited to the dedication of a bench in honor of Penny Halgren (1949-2014), who served the District as a Board member from 1994-2013.

The bench has been placed at the entrance to the District Office as a way to honor Penny's contributions to the District and it's children. The dedication will take place:

Tuesday, April 21, 2015
6:00 p.m.

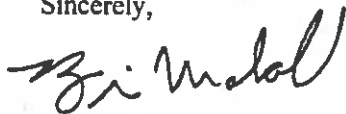
(immediately prior to a Board meeting beginning at 7:00 p.m.)

Warren Hogarth Education Service Center
4750 Date Avenue
La Mesa, CA 91942

A brief reception will follow.

For planning purposes, please RSVP to my assistant Barbara Martinez at either 619-668-5700 ext 6383 or at barbara.martinez@lmsvsd.net by April 17 of your plans to attend.

Sincerely,



Brian Marshall
Superintendent

Enclosure: Invitation

Board of Education: Steve Babbitt • David Chong • Bob Duff • Emma Turner • Rick Winet

DEHESA SCHOOL DISTRICT

To: Members of the Board
and Supt. Janet Wilson

From: Lori Wigg
Business Manager

Subject: Monthly Budget Update

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

At the October 20, 2011 Board Meeting, Members were asked about their preferences for monthly budget updates. Consensus was that a statement of fund balances and clear, concise updates on key issues would be preferred during months falling in-between major reports.

Report:

Attached is a summary of fund balances (cash in County Treasury) along with a listing of construction expenditures for the school construction project. There are no significant changes or financial items to report since the adoption of the 2nd Interim financial report last month.

Financial Impact:

NA – For Informational Purposes Only

Student Impact:

NA – For Informational Purposes Only

Recommendation:

NA – For Informational Purposes Only

Agenda Item #: VI.B.1

Dehesa School District

Fund Balances

(Cash in County Treasury as of April 7, 2015)

FUND	DESCRIPTION	BALANCE
01-00	GENERAL FUND	\$516,558.39
09-00	CHARTER SCHOOLS SPECIAL REVENUE FUND	\$127,483.91
12-06	CHILD DEVELOPMENT FUND	\$8,102.26
13-00	CAFETERIA SPECIAL REVENUE FUND	\$21,116.15
14-00	DEFERRED MAINTENANCE FUND	\$107,150.08
17-42	SPECIAL RESOURCE FUND (CHARTER OVERSIGHT)	\$475,728.93
21-39	BUILDING FUND	\$3,976,918.26
20-00	SPECIAL RESERVE OPEB/RETIREE BENEFITS FUND	\$67,519.00
40-00	SPECIAL RESERVES/CAPITAL PROJECTS	\$7,414.54
	GRAND TOTAL	\$5,795,145.59

Please note that cash balances in the General Fund fluctuate on a regular basis. This is a normal feature of the fluid budget/accounting process.

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Janet Wilson

Subject: Technology Needs

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

The Dehesa School District received \$43,207.00 in onetime Common Core State Standards Implementation Funds (CCSSIF) to support the implementation of Common Core. By law this money must specifically be spent on Professional Development, Common Core Materials and/or Technology to support state testing. The Board approved the Common Core Expenditure Plan at the November 2013 Governing Board Meeting. In this plan we allotted \$30,000.00 for technology and spent approximately \$7,000.00 on new servers. We reserved the remainder of the funds for technology until after the state testing last spring and to check with other districts to see what they have been purchasing with their funding.

Report:

Mr. Dominick Avera, our new media technician was given the information about what other districts have purchased and then asked to make a recommendation for Dehesa. He visited several schools, made numerous phone calls, and researched options. Using the CCSSIF, based on Mr. Avera's recommendation, we were able to purchase new teacher laptops, 70 student HP Stream Notebooks, and a charging cart for the HP Stream Notebooks.

As a result, administration worked with Mr. Avera to develop the Dehesa School Computer Usage Rules. These rules were signed by students in third – eighth grades. Parents were given a copy of the parent letter, the rules, our new anonymous alerts reporting system, and a signature page acknowledging receipt of this information.

At the Small School District Association Conference in Sacramento in March, I attended Jeffrey Wade, our attorney, session on Cyberbullying. In his presentation he said it was critical that districts have an anonymous reporting system. Fortunately, Nancy Hauer had already done the research and Dehesa had a plan in place. We have already received an anonymous alert and were able to take immediate action for the safety of our students.

Financial Impact:

There are no additional expenditures.

Student Impact:

POWERFUL

Recommendation:

This is an information item. There is no recommendation.

Agenda Item #: VI.B.3

DEHESA SCHOOL DISTRICT

BOARD OF TRUSTEES
Karl Becker, 2018
Jeff F. Royal, 2016
Derek Voth, 2018
Cindy K. White, 2018
Cynthia Becker, 2018

"Excellence in Education Since 1876"

4612 Dehesa Road
El Cajon, CA 92019

DISTRICT ADMINISTRATOR
Janet Wilson
SITE ADMINISTRATOR
Nancy Hauer
BUSINESS MANAGER
Lori Wigg

Telephone (619) 444-2161 / Fax (619) 444-2105

Dear Parents and/or Guardians,

We are happy to let you know that we have just received 70 new laptops for our students and now have a 1:1 device for every student. These were purchased using one time state funds to help support the implementation of Common Core and the new computer based state assessments. We are also planning on purchasing another 60 laptops over the summer with the additional funding that we will be receiving for technology to support Common Core and online assessments.

Our technology/device plan is as follows:

Kindergarten – 1:1 iPads
First Grade – 1:1 iPads
Second Grade – 1:1 iPads
Third Grade – 1:1 HP Stream Notebooks
Fourth Grade – 1:1 HP Stream Notebooks
Fifth Grade – 1:1 iMacs for the remainder of this school year. HP Stream Notebooks in 2015-16
Sixth Grade - 1:1 iMacs for the remainder of this school year. HP Stream Notebooks in 2015-16
Seventh Grade – 1:1 HP Stream Notebooks
Eighth Grade – 1:1 HP Stream Notebooks

We are very excited about having 1:1 devices for all of our students and it is imperative that they treat their computers/iPads with the utmost of care. All of our equipment is inventoried and is being checked out to each individual student. Each student's computer will stay with them while they are students at Dehesa. This makes it much easier to hold our students accountable for how they treat and use their computers.

All third – eighth grade students must sign the Technology Use Rules. We have attached a copy of these rules for your information.

Should your child misuse his or her computer, they will lose their new computer privileges: (They will be assigned an old computer only to do essential work.)

First infraction – one day
Second infraction – one week
Third infraction – one month
Any further serious infractions will result in the loss of computer use

Our students are well-behaved and hopefully see this as wonderful opportunity. We really expect that there will be very few infractions.

Sincerely,
Janet Wilson
District Administrator

Nancy Hauer
Site Administrator

DEHESA SCHOOL COMPUTER USAGE RULES

1. Computer use is for schoolwork only. No other use is allowed.
2. Students may only use a computer when supervised by a teacher or staff member in the classroom or library.
3. When transporting the computer, the students will walk with both hands firmly gripped on the computer, or holding the handles of the computer case, if a case is provided.
4. No food or drink is allowed near school computers.
5. Students are to follow copyright laws, are not to make illegal copies of protected materials and are only allowed to print with the permission of the teacher or staff member.
6. Students will not use the computers for: disturbing, harassing or harming others; illegal activities; financial gain; or unauthorized purchases.
7. Students will not access obscene or offensive material or place such material on any computer system.
8. Students will only use their assigned computer, will respect the equipment and will not damage, remove, disconnect, or draw on any labels, parts, cables, or equipment.
9. Students will maintain computer security and will not try to alter, vandalize, harm or gain unauthorized access to computer hardware, systems, files or passwords.
10. Students will only store school related files. Students will not download or install any files or programs without the teacher's permission. All files are subject to inspection and possible deletion.
11. When not in use students will keep the computers flat on their desks and will return the computers to their charging stations in the correct order at the end of the day.
12. Violation of any of the above rules will result in loss of computer privileges and disciplinary action.

I pledge to follow the above rules and to...

REMEMBER, IT'S ALL ABOUT RESPONSIBLE Use!



Student Signature

DEHESA SCHOOL DISTRICT



Dear Parent/Guardian,

Dehesa School District is excited to introduce a new communications tool called Anonymous Alerts®. Anonymous Alerts® allows students or parents to quickly, easily, and anonymously report urgent information to school officials across all of our school campuses. The system encourages students, parents and staff to confidentially report bullying, cyber-bullying, gang-related issues and other sensitive topics through private messages to school officials by building. Dehesa School District does not support, encourage or tolerate any behavior that prevents any student from reaching their full potential.

How do I place an incident report from Internet connected computers/tablets?

- 1) Go to <https://www.anonymousalerts.com/dehesa/USD> from any Internet connected device
- 2) Click on the web button called "Anonymous Alerts". Fill out your incident report.

How do I place a report from an iPhone or Android phone?

- 1) From the iPhone Store, download the free app by searching for "Anonymous Alerts". If you have an Android phone go to the Play Store, search for "Anonymous Alerts" and download.
 - a. After downloading the app, click on it, enter setup/login dehesa and enter dehesa as your Password.

The mobile apps and Web-based reporting system provides secure 1-way or 2-way encrypted messages, increasing the flow of important information to school officials. Message topics for submission may include bullying, cyber-bullying, family difficulties, self-harm/cutting, drug and alcohol abuse, student depression, sexual harassment, gang related issues or strange/abnormal student behavior.

All reports remain completely anonymous, although submitters have the option to reveal their identity if they prefer to have a person-to-person discussion.

We are thrilled to offer this tool to our community and look forward to its positive impact on our students' safety. At Dehesa School District, our goal is to enhance the student's learning experience and limit any roadblocks to a student's success, giving everyone the opportunity to succeed.

Sincerely,

Dehesa School District

DEHESA SCHOOL DISTRICT

BOARD OF TRUSTEES
Karl Becker, 2018
Jeff F. Royal, 2016
Derek Voth, 2018
Cindy K. White, 2018
Cynthia Becker, 2018

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Telephone (619) 444-2161 / Fax (619) 444-2105

DISTRICT ADMINISTRATOR
Janet Wilson
SITE ADMINISTRATOR
Nancy Hauer
BUSINESS MANAGER
Lori Wigg

I have received the following technology use information:

- DEHESA SCHOOL COMPUTER USAGE RULES
- The Technology Parent and/or Guardian Letter
- The Anonymous Alerts Parent Information Letter

I understand that if my child misuses his or her computer and violates the DEHESA SCHOOL COMPUTER USAGE RULES his or her computer privileges may be taken away.

I also understand the District is serious about RESPONSIBLE and SAFE use of technology on the internet and will support my child using the internet responsibly.

I will encourage my child to use the Anonymous Alerts website if he or she is aware of any cyberbullying.

Parent/Guardian

Child

Date

Always stay connected with Dehesa SD's new mobile app

Dehesa School District's parents, students, staff no longer need just a computer to stay connected to the latest news and content from the district. Everyone can instantly have access to news, athletics, calendar, cafeteria menus, BOE, and emergency messages from the district using their smart phones thanks to a new app for **Apple** and Android mobile smartphones developed by **K12 Alerts** and called **B-Notified**.



Features Include

- Receive district alerts with **push notifications**
- Look up important dates on the **district calendar**
- Check out **athletics**
- Get quick **access to lunch menus**
- Get quick **access to district website**
- Review **Board of Education** information
- **Connect with social media services like Facebook more...**



Help and Support

For additional assistance, click the links below to download the apps:

- **To activate the app** enter **username** dehesasd and **password** dehesasd
- [Downloading B-Notified app on Apple](#)
- [Downloading B-Notified app on Android](#)
- [Subscribing to Push Messages](#), after activating the app you will be requested to accept push notifications. Click that you accept or agree.

TECH NOTES FOR DEHESA

Please use these links below when linking the text above on your web page for the Apple or Google Play buttons:

Apple store link for B-Notified:

<https://itunes.apple.com/cn/app/b-notified/id894779166?l=en&mt=8>

Google Play (Android) link for B-Notified:

https://play.google.com/store/apps/details?id=com.messageglogix.b_notified

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Janet Wilson
Subject: CALPADS Data
Management Report

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

The Dehesa School District is required to periodically submit to the California Longitudinal Pupil Achievement Data System (CALPADS). It is a very challenging system and all school districts concur it is like speaking a foreign language and requires our clerical employees be well versed in CALPADS.

Report:

The Dehesa School District has qualified for the 2013-14 CALPADS Data Management Recognition, which is an outstanding accomplishment, especially given the fact that 2013-14 was Jennifer Hoffman's first time using the system. Jennifer is to be commended for her dedication in figuring out the many challenges CALPADS presents. She spent countless hours researching and on the phone with the CALPADS Assistance Desk to make sure she was doing everything correctly. It is quite a feat to earn this award at any time, but unheard of for an employee to achieve this in their first year utilizing the system.

Financial Impact:

There is no financial impact.

Student Impact:

There is no direct student impact.

Recommendation:

This is an information item, but administration recommends that the Governing Board Congratulate Jennifer Hoffman on a job well done!

Agenda Item #: VI.B.4



March 19, 2015

Dear Superintendent Wilson,

CALPADS Data Management Recognition

We are pleased to inform you your local educational agency has qualified for the 2013-14 California Longitudinal Pupil Achievement Data System (CALPADS) Data Management Recognition. Congratulations and thank you for your support for the submission and maintenance of high-quality data! Your certificate accompanies this letter. Please extend our congratulations to all those involved in CALPADS submissions, including site and district administrators and staff who work with your student data. In addition to the certificate, your LEA will be recognized on the CALPADS Data Management Recognition webpage at <http://fcmat.org/Pages/Data-Submission-Recognition-Program.aspx>.

As you are aware, data from CALPADS are used for many significant purposes, including the Local Control Funding Formula, the test registration system for the California Assessment of Student Performance and Progress, and the Accountability Progress Reporting system.

The local educational agency (LEA) staff working with CALPADS are integral to keeping CALPADS up-to-date with current, accurate data. Submission deadlines are established each year and LEAs that meet all submission deadlines assist the state in maintaining timely, high-quality data. The California Department of Education and the Fiscal Crisis & Management Assistance Team/California School Information Services (FCMAT/CSIS) have established the CALPADS Data Management Recognition Program to formally commend LEAs that have met all CALPADS deadlines in a given year. The CALPADS Data Management Recognition for 2013-14 is being awarded to LEAs that completed the following CALPADS Data Submissions by the deadline listed below:

- *December 19, 2013 – Fall 1*
- *March 28, 2014 – Fall 2*
- *July 18, 2014 – EOY1*, EOY 2, EOY 3 & EOY 4**
* (only required if LEA has grades 10-12)

We look forward to continuing to work with your staff as CALPADS data are used in an increasing number of critical data functions.

Sincerely,


Cindy Kazanis

Director

Educational Data Management Division
California Department of Education


Nancy Sullivan

Chief Operations Officer

FCMAT/California School Information Services



California Department of
EDUCATION

California Department of Education
CALPADS
California Longitudinal Pupil Achievement Data System

FCMAT
FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM
CSIS California School Information Services

Data Management Recognition

Presented to

Dehesa Elementary

Awarded to Local Education Agencies that met the initial CALPADS certification deadline for all six data collections (Fall 1, Fall 2, EOY1, EOY2, EOY5, & EOY4), resolved anomalies to achieve an anomaly rate of less than 2% of enrollment, and maintained quality data in the local SIS as well as in CALPADS.

Cindy Kazanis
Cindy Kazanis
Director
Educational Data Management Division
California Department of Education



Nancy J. Sullivan
Nancy Sullivan
Chief Operations Officer
FCMAT/California School Information Services

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Janet Wilson

Subject: Williams Quarterly
Complaint Report

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background: Laws and board policy require a quarterly report to the Board of Trustees and the County Superintendent of Schools regarding complaints to the school covered under the Williams Settlement

Report: We received no complaints during the second quarter of 2014 in the areas which are addressed by the Williams Settlement.

Financial Impact: None

Student Impact:

Agenda Item #: VI.B.6

SDCOE Uniform Complaint Quarterly Reports Database

Williams and Valenzuela Settlements

You are Logged on with District access.

User ID: 68049		Found 41 records.													
Year and Quarter	Instructional Materials			Facilities			Teacher Vacancy Misassignment			Totals			Locked		
	Received	Resolved	Unresolved	Received	Resolved	Unresolved	Received	Resolved	Unresolved	Received	Resolved	Unresolved			
2005 1st Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2005 2nd Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2005 3rd Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2005 4th Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2006 1st Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2006 2nd Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2006 3rd Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2006 4th Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2007 1st Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2007 2nd Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2007-08 1st Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2007-08 2nd Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2007-08 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2007-08 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2008-09 1st Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2008-09 2nd Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	Yes		
2008-09 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	Yes		

2008-09 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2009-10 1st Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2009-10 2nd Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2009-10 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2009-10 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2010-11 1st Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2010-11 2nd Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2010-11 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2010-11 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2011-12 1st Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2011-12 2nd Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2011-12 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2011-12 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2012-13 1st Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2012-13 2nd Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2012-13 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2012-13 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2013-14 1st Qtr Jul-Sep	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2013-14 2nd Qtr Oct-Dec	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2013-14 3rd Qtr Jan-Mar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2013-14 4th Qtr Apr-Jun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes
2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes

1st Qtr Jul-Sep												
2014-15 2nd Qtr Oct- Dec	0	0	0	0	0	0	0	0	0	0	0	Yes
2014-15 3rd Qtr Jan- Mar	0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	

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DEHESA SCHOOL DISTRICT

To: Members of the Board

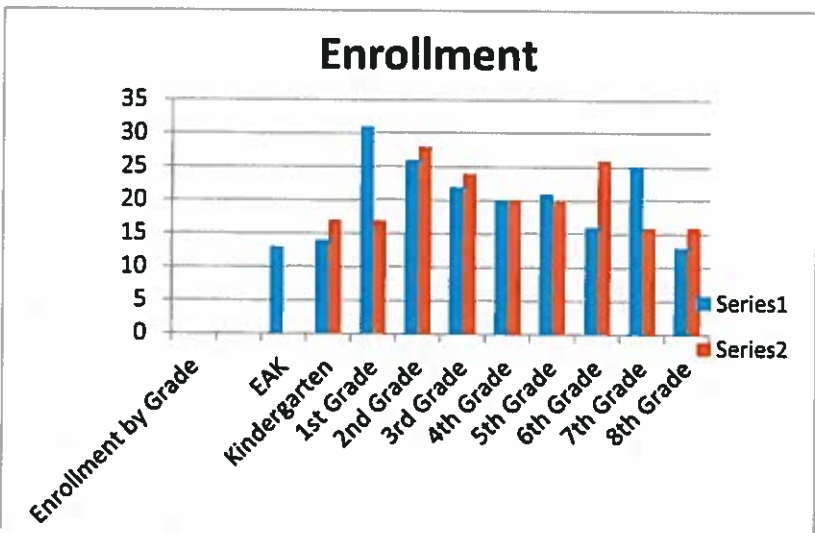
From: Janet Wilson

Subject: Dehesa School Enrollment

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Enrollment by Grade			Enrollment by Teacher		
	2013/14	2014/15		2013/14	2014/15
EAK	13	10	Kjono	13	10
Kindergarten	14	18	Hauer	14	0
1st Grade	31	17	Wiley	14	17
2nd Grade	26	28	Smith	17	0
3rd Grade	22	23	Blakey	19	24
4th Grade	20	22	Van	15	22
5th Grade	21	21	Perez	12	19
6th Grade	16	24	Alex	18	23
7th Grade	25	17	Ripke	20	19
8th Grade	13	13	Shea	5	6
Total	201	193	Schneider	16	23
			Griggs	25	17
			Pallitto	12	13
			Total	201	193



**Agenda Item
#:VI.B.7**

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Janet Wilson
Subject: Charter Petition from
Inspire Charter School
South

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

Inspire Charter School South contacted our District to discuss the possibility of sponsoring their charter. Mrs. Hauer and I met with Nick Nichols on February 10, 2015. At that time we thought it would be good to have Mr. Royal also meet with him to ask questions and discuss the proposed partnership. On March 19, 2015, Mr. Nichols brought a team with him to present their charter and answer questions. Ms. Tammy Kirkpatrick, formerly of Mosaica, and now the new director of Inspire Charter School South was also in attendance. The Inspire Charter Petition was formally presented to the District on March 19, 2015.

Report:

As per Ed. Code, the board must hold a public hearing on the provisions of the petition within thirty (30) days from the date of receipt. Following a review of the petition and a public hearing, the governing board may either grant or deny the charter based upon the statutory elements contained in the Ed. Code. The petition is attached and Ms. Kirkpatrick and Mr. Nichols will make a brief presentation and be available to answer any additional questions.

Financial Impact:

Dehesa School District will receive a 3% oversight fee.

Student Impact:

Inspire Charter School South will serve the needs of K – 12 students who are looking for a complete online program that is mastery based and allows students to progress at their own rate of learning.

Recommendation:

It is recommended that the Governing Board ask all clarifying questions and then vote on this issue.

Agenda Item #: VII.A1.

**Presentation to
Dehesa School District**

**INSPIRE CHARTER
SCHOOL – SOUTH**

An Introduction...

- **Vision to inspire learning and excellence in students.**
- **Members of the board include current or retired-principals, district administrators, Special Education coordinators, business/finance professionals, and instructional leaders.**
- **Independent study for K-12 students**
- **Format allows versatility for students to complete their course of studies according to the needs of their personal schedule.**

K-8th Grade – K12 Curriculum

- Award Winning Home School Curriculum.
- Project based/self paced.
- Spiraling back over content that was previously learned.
- Accommodates different learning styles.
- Aligned to CCSS and CSS including Next Generation Science Standards.
- Integration of critical thinking, problem solving and communication strategies.

9-12th Grade – Apex Curriculum

- Apex has the most UCOP A-G approved courses.
- Apex is the only online publisher, with UCOP approved science courses, due to their inclusion of in person wet labs.
- Inspire accomplishes these at in person wet labs by facilitating them on two Saturdays a semester through regional Science Lab Days.
- Aligned to CCSS and CSS including Next Generation Science Standards.
- Apex is the largest provider of virtual/online learning in California to both districts and site-based charters alike.

Home School Coverage for 2015-2016



- Consolidate our Southern California efforts by serving students in the eight (8) southern most counties.

Finance

- Strong Financial plan
- Expand Existing Model
- Students by Grade Level:
 - K-8th = 71.70%
 - 9-12th = 28.30%

Grade Level	2014-2015
Kindergarten	5.8%
First Grade	7.7%
Second Grade	3.2%
Third Grade	7.1%
Fourth Grade	6.4%
Fifth Grade	7.7%
Sixth Grade	7.7%
Seventh Grade	14.7%
Eighth Grade	11.4%
Ninth Grade	7.1%
Tenth Grade	1.9%
Eleventh Grade	5.8%
Twelfth Grade	13.5%

Questions & Answers



Thank you for your time today!

Inspire Charter School – South

Submitted to Dehesa School District



Submitted: March 20, 2015

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- D. 2015-2016 School Calendar
- E. Course Descriptions
- F. Teacher Signature Page
- G. Five Year Budget, Three Year Cash Flow, and Assumptions

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we, Diane Beran and Herbert Nichols, hereby certify that the information submitted in this petition for a California public charter school to be named Inspire Charter School (“ICS” or the “Charter School”), to be operated by Inspire Charter Schools, and to be authorized by the Dehesa School District (the “District”) is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
- Student enrollment and admissions.
 - A. Inspire Charter School – South shall admit all pupils who wish to attend the school.
 - B. However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.
 - C. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.
- Notice of requirements when student is expelled or leaves school.

If a pupil is expelled or leaves the charter school 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Diane Beran
Diane Beran

Herbert Nichols
Herbert Nichols

3-2-15
Date

3-2-15
Date

INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

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

Inspire Charter School – South (ICS) fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the Charter School will:

- Improve pupil learning by expanding access to AP and other elective courses not currently offered by local school districts.
- Increase learning opportunities for low-achieving pupils by allowing them to do credit recovery through online technology.
- Provide different and innovative teaching methods using a combination of individualized learning and project-based activities.
- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping a unique curriculum, for example;
- Provide a unique educational choice for parents/guardians that are not offered by any school district in the region.
- Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context.
- Provide competition to other school programs that will stimulate the improvement of all public schools in the region.

I. FOUNDING GROUP

The following founding board members and school faculty provide the background and necessary expertise in the above areas to ensure the success of the Charter School:

Co-Lead Petitioner – Herbert Nichols: Dr. Nichols received his Doctor of Education in K-12 Leadership from the University of Southern California, with a dissertation on Secondary School Reform in Mathematics. He has served as an Instructional Expert assisting with the writing of English Language Arts Curriculum Guides and Periodic Assessments used by all 6-12 grade students in the Los Angeles Unified School District. At Manual Arts High School he served as WASC Coordinator and since then has been asked to serve as a member of numerous visiting accreditation teams; including accreditation teams for Independent Study charter schools. WASC has recently asked him to Chair a visiting team for another Independent Study charter school. Currently he serves as Executive Director for Inspire Charter School, the first school founded by Inspire Charter Schools. He has played a key role in the founding of three charter schools, since 2012.

Co-Lead Petitioner – Diane Beran: Mrs. Beran attended the University of La Verne where she obtained her Bachelor's degree in Diversified Studies and Master's degree in Education as well as her Multiple Subject Teaching Credential. Diane has been an educator for 15 years starting as a Middle School teacher serving students in 6th, 7th and 8th grades. She then moved on to virtual education where she found her passion in teaching students in grades K-8. She was an Assistant Principal for the California Virtual Academies and also served in the role as Family and Community Support Coordinator as well as a Center for Student Achievement, Resources and Enrichment (C.A.R.E.) Site Coordinator. Mrs. Beran believes that online learning is an innovative way to reach students of all backgrounds. She is very excited to be a part of the Inspire Charter School staff and to be leading teachers and the school in her role as Director of Academic Services.

Current Board Members:

Chairman of the Board – Henry Torres: Mr. Torres has had a successful 38-year career with the Los Angeles Unified School District. He has been a teacher, counselor, Assistant Principal and Principal at the middle and high school levels in various communities throughout the greater Los Angeles area. For the last 11 years in retirement, he has continued to serve the students of Los Angeles as an Interim Administrator, Pre-K through 12th grade.

Vice-Chairman of the Board – Diane L. Johnson: Ms. Johnson recently retired after thirty-seven years as a teacher and coordinator at the Middle and High School levels. Her last position at Belvedere Middle School when she retired was Special Education Coordinator. Located in the Pico-Union area of Los Angeles, Belvedere Middle School maintains enrollment of just over 1000 students, approximately 13% of whom participate in Special Education. Ms. Johnson oversaw special education service provision to approximately 130 students, including helping develop and monitoring IEPs. Across the span of her career, Ms. Johnson has helped implement

IEPs for hundreds of students with a broad range of disabilities and learning needs.

Prior to serving at Belvedere, Ms. Johnson served as ROP/Work Experience Coordinator at Reseda High School, and she has held a broad range of teaching positions. Concurrent to teaching at the middle and high school levels, Ms. Johnson served in teacher leadership roles including United Teachers of Los Angeles Chapter Chair, Shared Decision Making Council member, School Site Council member, and Curriculum Committee member.

Board Secretary – Linda Rahardjo: Ms. Rahardjo moved to California from Indonesia at a young age and attended school at a small district called San Marino. She achieved academic success in high school and had the honor to attend University of California, Los Angeles pursuing a Bachelor of Science Degree in Physiological Sciences. It was at UCLA where she realized her passion for working with inner-city kids. She began her journey towards education when she worked at several educational programs, such as Kaplan SCORE! where she worked as an academic mentor and Brentwood Summerbridge program as a student teacher and counselor to help at-risk kids close the achievement gap. She eventually earned her Masters of Education at UCLA's Teacher Education Program. She gained meaningful student teaching experiences at San Marino H.S., Inglewood H.S., Jordan H.S., and Thomas Jefferson H.S. As a part of the original team who opened Student Empowerment Academy, Ms. Rahardjo has become a New Tech Network certified teacher and trainer in the project-based learning pedagogy. She creates original projects that adapt to the evolution of time and always strives to include technology tools as a way to increase process skills as well as content knowledge. She is a very proud member of the Student Empowerment Academy family, a charter high school in south Los Angeles.

Board Treasurer – Darryl Collins: Mr. Collins was one of the first graduates of LAUSD's experimental CCC, College Core Curriculum, from Los Angeles High School, which emphasized a college-going culture and curriculum. After traveling back and forth across the United States and Europe, Darryl settled down and received his BS degree in Biology/Biochemistry from CSU Dominguez Hills. While conducting genetic research Mr. Collins participated in a NASA grant at Florence Nightingale Middle School, and with the encouragement of the school's administration decided to bring his talents to education. As science department chair at Thomas Jefferson High School, he implemented new instructional programs focusing on cross-curricular projects, inquiry-based science lesson, environmental awareness and formed close educational ties with local colleges and universities. Ultimately, Mr. Collins assembled the team of teachers that founded Student Empowerment Academy (SEA), and served as the Lead Teacher and New Technology's Site Advocate for three years.

Board Member – Jo Della Pena: One board position is reserved for a current parent with students enrolled in Inspire Charter Schools educational program. Mrs. Della Pena has been an active parent heading up the original creation of the school's Parent Teacher Organization (PTO). Jo is a truly accomplished business woman in her own right. She founded her own company in 1997, called The Business of You, which provides a variety of services including bookkeeping, cash management, streamlining business systems, processing payroll for

numerous businesses. Mrs. Della Pena with her strong business background, also volunteers and serves as the Treasurer for Glenkirk Church in Glendora, California.

Former Founding Board Members – Now School Employees:

Director of School Support/Principal – Cristino Alcala: Currently serving as Principal of Inspire Charter School, the first Independent Study charter school founded by Inspire Charter Schools. Prior to this, he was the Founding Principal of the ASE, a STEM themed charter high school. As Principal Mr. Alcala is responsible for overseeing the daily operations of the school, including students, teachers, and support staff. Additionally he is responsible for running staff professional development meetings, speaking at parent-teacher events, and ensuring that all state compliances are met. Prior to this he was a teacher, dean, and coordinator at Manual Arts High School for twenty-three years. The last six of these years he spent in leadership as Dean of Students and Campus Safety Coordinator, ensuring a safe and secure learning environment for 3,300 students daily.

Corporate President – Edward Robillard: Dr. Robillard has ten years of experience serving as a high school principal, including Manual Arts HS and West Adams Preparatory HS in Los Angeles. And currently serves as Principal of Santa Clara High School in Oxnard. He has also served at the central district office of the Los Angeles Unified School District. Edward currently serves on two non-profit governing boards – A Better LA since 2004 and the USC Chapter of Phi Delta Kappa since 2006. He received his Doctorate from the University of Southern California in 2001, with in emphasis in school finance. Prior to working in education, Dr. Robillard was an officer and engineer for the United States Navy. During his career in education, he continued to serve in the United States Naval Reserve retiring in 2001, with the rank of Commander.

Charter School Development Center

Founded in 1992, CSDC is the nation's oldest non-profit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice related to all aspects of charter schools operations and oversight. CSDC's charter school development staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction and assessment as well as charter school finance, governance and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

Young, Minney & Corr, LLP

As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation, including charter petitions and negotiations, MOUs, non-profit incorporation, board governance, facilities, student issues, policy development and more. YM&C is a leader in charter school law, with experience representing well over half of the charter schools throughout the state.

II. ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."--California Education Code Section 47605 (b)(5)(A)(i).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. -California Education Code Section 47605(b)(5)(A)(ii).

Mission Statement

The mission of the Inspire Charter School is to improve the academic achievement of children in San Diego County and adjacent counties. The mission will be accomplished through a virtual and project based curriculum model that emphasizes hands on and experiential learning, which focuses on meeting individual students' needs, while helping them become proficient at the California Common Core State Standards (CCSS) and California Contents Standards (CCS), including Next Generation Science Standards for their grade level.

Educational Philosophy

Whom The School Is Attempting To Educate:

The Charter School will serve approximately 135 students in grades K-12 in its first year of operation. All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile.

We expect the demographics to be consistent with the data from San Diego County and adjacent counties. Approximately, 22.2% students are English learners, 49.8% students are eligible for Free and Reduced Meals, and .01% students have Individualized Education Plans. In addition, we expect the racial and ethnic demographics to be consistent with the data from San Diego County. Approximately, 19.6% Hispanic and Latino, 2% Black or African American, 68.9% White, 1.5% Asian, 1.1% Filipino, and 5% American Indian or Alaska Native.

ICS is designed to meet the needs of many different types of students:

- Students who live in school districts that cannot offer the breadth of curricular offerings available online.
- Students missing credits to either complete grade levels or to graduate on time.
- Students who have dropped out of school but now wish to graduate.
- Students being homeschooled whose parents/guardians still want them to earn a high school diploma.
- Students with scheduling conflicts and students who are not well-suited to a traditional classroom setting.
- Students have the flexibility to spend more time on learning content than may be available in the traditional classroom based setting.
- Students who desire to learn at an accelerated pace.
- Students who have experienced social aggression can have the opportunity to learn and excel in a safe environment that fosters healthy emotional and physical well-being.

In education, one size does not fit all and the Charter School is dedicated to providing students and families with an online learning environment that can meet an individual student's unique needs.

Projected Five-Year Growth Plan:

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	15	30	45	60	75
1	15	30	45	60	75
2	15	30	45	60	75
3	15	30	45	60	75
4	15	30	45	60	75
5	15	30	45	60	75
6	15	30	45	60	75
7	25	40	55	70	85
8	25	40	55	70	85
9	30	45	60	75	90
10	30	45	60	75	90
11	35	50	65	80	95
12	50	65	80	95	110
Total Enrollment	300	495	690	885	1080

What it means to be an educated person in the 21st Century

An educated person in the 21st century will be proficient in state CCSS and CCS, including Next Generation Science Standards and will also be proficient in the use of technology. By doing school work online, including numerous technology-based applications that ICS will use to deliver rich curricula, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. Students will also be proficient in the use of technology, especially electronic mail, and other major computer applications.

The Charter School will prepare self-motivated, competent, life-long learners for the 21st century. The Charter School will employ online learning methods to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success.

Inspire Charter School shares the vision of Partnership for 21st Century Skills (P-21) that students our part of an increasingly complex, demanding, and competitive 21st century. Inspire Charter School's approach aligns with P-21's view of needed skills, which are embodied in the 4C's (critical thinking, communication, collaboration, and creativity):

1. **Communication** – Inspire Charter School students share thoughts, questions, ideas, and solutions through virtual, phone and in person conversations between peers and teachers. We will achieve this through group projects, K12 clubs, interaction with peers and teachers at C.A.R.E. Center days, and student- and teacher-initiated meetings.
2. **Collaboration** – Inspire Charter School students work together to reach a goal, putting talent and expertise in projects that require collaboration with other students and/or family and community members. We will achieve this through collaborative science fair projects, group Blackboard Collaborate and Jigsaw Meeting sessions, and clubs such as Yearbook.
3. **Critical Thinking** – Inspire Charter School students look at problems in a new way by reaching conclusions based on evidence, and also cross-curriculum learning of subjects and disciplines as demonstrated by students giving detailed written responses that show their thought process and understanding of the material. Students are engaged in rigorous curriculum that challenges them to use higher level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.
4. **Creativity** – Inspire Charter School students try new approaches to get things done, including exercising innovation and invention through projects that call on students to exercise the higher levels of thinking. Students can participate in various extracurricular activities such as clubs, talent shows, and winter programs to showcase their abilities.

Proficiency in the above skills will give students the knowledge and skills they will need in typical 21st century communities and workplaces. As P-21 indicates, students with these skills are ready to “successfully face rigorous higher education coursework, career challenges and globally competitive workforces.” The 4Cs are embedded in the CCSS and CCS and in Inspire Charter School's instructional delivery model. Students cannot avoid communication as they

might in lecture-based formats – they must communicate with teachers and with peers using virtual (and phone and in-person) conversations. Inspire Charter School will embed collaboration through selected projects in which students must work in teams. Just as in the modern work world, students will learn to use electronic technology, including Internet- and phone-based communication to collaborate across distance to accomplish their projects. As a result, it is Inspire Charter School’s aim that students graduating from the Charter School demonstrate the four core characteristics of an educated person in the 21st Century:

1. Proficiency in California-adopted CCSS and CCS.
2. Communication skills.
3. Problem solving skills.
4. Proficiency in 21st Century Tools: Students will graduate with proficient use of digital technology and communication tools to access, manage, integrate, and evaluate information; and effectively communicate with others.

Upon graduation, students will apply these in postsecondary education and in the workplace. The content standards provide a base of academic skills and content knowledge needed for success in the broad array of paths students will take. P-21’s findings are based on extensive surveys of the skills identified by employers as critical workforce needs.

How Learning Best Occurs

The Charter School believes that learning best occurs when students do the following:

- Are stimulated by challenging and interesting problems.
- Are encouraged to seek solutions and answers to real world situations, rather than memorize ideas, concepts or facts.
- Have a relationship with teachers built on trust, mutual respect and the facilitation of problem solving.
- Respect each other. Bonding with other students is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition.
- Are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum.
- Are taught skills and/or ideas not in isolation, but rather as steps of a ladder where each rung builds to greater understanding and depth.
- See technology as a tool to further the process of inquiry and knowledge acquisition instead of as a means to an end.
- Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.
- Are in a supportive, caring, and safe environment.

Educational Program

Overview:

Inspire Charter School prides itself on the proficiency-based learning model being implemented with the award winning K12 curriculum for students in grades kindergarten through eighth grade. Our high school students will be engaged in the state of the art Apex curriculum, which is A-G UC approved. The school will employ online learning methods, rich curriculum, and technology-based applications in our independent study program. Inspire Charter Schools's core curricula, K12 and Apex, are aligned with the needs of the student population. Their built-in options for meeting students' diverse needs help students become proficient at the CCSS, CCS and Next Generation Science Standards. ICS teachers lead students through specific learning tasks to demonstrate mastery of each subject.

K12 and Apex are aligned with the needs of the target student population through a number of strategic features:

- All programs are highly engaging and interactive.
- All programs emphasize individualization based on learning needs. This can be achieved through teacher created pacing guides and learning plans.
- All programs have built-in features to support English learners, such as vocabulary support, and audio features.
- The courses include tests, animations, streaming video, and educational games.
- All programs include lessons, unit, and end of course assessments to provide instant feedback on student progress.
- All programs have supplemental instructional supports.

Instructional practices are aligned to the student population because they are highly customized to meet each student's needs. Students come to ICS with particular needs that may not be addressed in traditional school settings, and ICS's individualized instruction is well-aligned with their particular needs. For example, students are engaged in the interactive curriculum, they have choice in assignments and have the opportunity to delve deeper in subjects based on their interest. The students can meet the learning the objectives in several different ways such as creating a brochure, complete a reading guide or visiting a museum.

Personalized Support

ICS will support parents/guardians in how to support students without doing work for them by providing tips, workshops and trainings in effective parent support for online learning.

All students are academically supported by teachers to the extent needed by the student to succeed. For example, a student may need little support in reading but struggle with math. He or she may meet with his or her teacher several times a week for personalized one-on-one

support. Also, some students succeed with very little assistance from teachers, while others benefit from more intensive support.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from their teachers as needed. The individual learning needs of all students are met through this differentiated instructional strategy. Students take personal responsibility for their learning in various ways:

- Utilizing planning tools and strategies.
- Demonstrate self-motivation needed to complete daily tasks.
- Students track their work, developing a clear sense of the level of effort needed to complete their tasks.

In cases, where there is a concentration of ICS students in a geographic area, ICS may establish a C.A.R.E. Center day, where students can meet their teachers and interact with their classmates once a week or every other week. A C.A.R.E. Center day will provide students with group and one-on-one instruction, projects, community service, and enrichment activities. Enrichment activities for K-12 students may include art, music, clubs, field trips, gatherings, and parent/student workshops. Teachers work with students and families continuously to ensure success.

Assessment data guides each student's individual learning plan and instruction. Students in grades K-2 will be assessed three times a year with the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment. Early childhood literacy skills such as phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary and comprehension are tested. This helps teachers and schools determine how students are performing on important reading skills.

Program Structure

Monthly in-person conferences, as required in each student's Master Agreement, will be scheduled between the student, parent, and advisory teacher. If a meeting in person is not possible, then a virtual conference using Jigsaw Meeting or Blackboard Collaborate will be scheduled. ICS will monitor student work completion and progress toward proficiency through a variety of means. Students submit work and assessments each month or as requested by the teacher. Teachers will review student work in front of the parent and student in meetings. Teachers will review student progress and formative assessments on an ongoing basis. The advisory teacher emails each family a weekly newsletter, progress reports, school information and other pertinent communication on a regular basis.

ICS teachers create Individualized Learning Plans (ILP) for students each semester. Each student's ILP describes the daily lessons to be completed during a specified time frame and can be modified at any time. For example, students will be taking a Scantron Performance Assessment, a computer adaptive test that lets you quickly pinpoint the proficiency level of students, across a range of subject. With that data, teachers build an individualized learning

path for that student. In this way, teachers can target specific learning objectives and standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs help students to progress quickly. The students in grades 3-8 will take this assessment in the Fall and Spring.

The K12 and Apex curricula can be individualized for each child to ensure that each learning plan fits each student's unique strengths and aptitudes. Students can follow their own pace as they complete daily lessons. The lesson plan is delivered each day online and although the student is encouraged to complete a certain number of lessons per week, as assigned on their ILP, there is time for re-teaching and re-learning as needed which keeps the curriculum self-paced and customized.

Teachers can provide instruction either in person or online through Blackboard Collaborate or Jigsaw Meeting, which are powerful tools both for teacher collaboration and for instruction with platforms for video, voice, text, and a shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including C.A.R.E. Center days, libraries, and the student's place of residence

Record Keeping System for Online Courses

Assignments, grades, and the message center are stored at the database level in the K12 and Apex programs. All assignments and communication may be retained indefinitely. Reports will be available at any time online to District administrators. This valuable information can be used to inform instruction and guide in the creation of ILPs. In addition, the ease of use and accessibility enables faculty to use this information for conferences and for other administrative purposes.

Research-based Instructional Strategies

The program is highly likely to lead to high academic achievement due in part to the use of research-based methods. Marzano's nine high-yield instructional strategies are embedded in ICS's two curricula. These strategies are effective for all student populations, including general education, GATE, English learners, special education, and at-risk students:

- All curricula make use of Marzano's highest-yielding instructional strategies: identifying similarities and differences. Our curricula utilize this instructional strategy in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- Apex and K12 provide study guides and other resources that students can use to take notes and organize their learning.
- All curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise, displaying student work, individual conferences, honoring individual learning styles, Student of the Month, Spelling Bee, Math Field Day, and Science and Engineering Fairs.

- All curricula utilize student practice, a crucial component of the lesson delivery. Students receive instant feedback on their level of proficiency of these learning objectives.
- All curricula provide students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
- All curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
- All curricula provide learning objectives at the lesson and/or unit level.
- All curricula challenge students to generate and test hypotheses in science labs and experiments.
- Apex and K12 frontload learning by providing new vocabulary words and definitions at the start of lessons.

Research-based for Online Learning

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially and more students and educators here become familiar with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunity, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

As the recent Synthesis of Online Learning presented by International Association for K-12 Online Learning (iNACOL) pointed out, online learning is being viewed not only as an expanded option for students but also as a powerfully effective means of delivering education for students. Online enrollments have grown from an estimated 45,000 in 2000 to more than a million in 2010. One reason online learning is attractive is because it allows a more customized approach to instruction. But now, software that enables every child to learn at his or her own pace is becoming a scalable, modular way to deliver customized learning.

Most importantly, research is confirming online learning's effectiveness and improved teaching:

- "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning."
- "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching."

Source: Synthesis of New Research in K-12 Online Learning, International Association for K-12 Online Learning, March 2009.

According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was that "classes were not interesting" and they were "bored"; 88% of dropouts had passing grades.

Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning:

- Online Learning Expands Options: “The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners.” (p.7)
- Online Learning Is Rapidly Growing: “Recent surveys show that K-12 online learning is a rapidly growing phenomenon.” (p.4)
- Online Learning Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning
- Online Learning Is Effective: “Equal or Better”: “One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning.” (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. “Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching.” (p. 25) Today’s students are different from yesterday’s. The Pew Internet Project reports “the Internet is an important element in the overall educational experience of many teenagers”
 - 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
 - 86% percent of teens, 88% of online teens, and 80% of all parents/guardians believe that the Internet helps teenagers to do better in school.
 - 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

Inspire Charter School Courses

More than 100 online courses including electives and foreign language will be offered to students who enroll in Inspire Charter School. Every course offered by Inspire Charter School, regardless of the field of study, is developed by instructional designers under the guidance of subject area expert and aligned to state and nationwide standards. Detailed course descriptions for middle school and high school are attached in Appendix E.

K-8 Curriculum

ICS students in grades K- 8 will be using K12, America’s best online curriculum. Our renowned curriculum will be highly effective in leading to high achievement and proficiency of the state and nationwide standards. The K12 curriculum is aligned to CCSS and CSS, including Next Generation Science Standards. The curriculum integrates critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students read novels from a list of classics and have to reflect and answer comprehension questions with in depth analysis of character, theme and conflict resolution.

The K12 curriculum provides online lessons along with traditional materials, including textbooks, CDs, videos, and hands-on manipulatives that complement interactive online learning. The learning is rich, challenging, can be tailored to be project based centered on student interest, and has self-paced content. The K12 curriculum has tutorials, skills update and interactive instructional videos. Furthermore, the curriculum spirals back over content that was previously learned and embeds many layers of various modalities to meet all learning styles. This variety of content allows the curriculum to deliver lessons in different ways to accommodate diverse learning styles. The curriculum has built-in assessments at the lesson, unit and end of course levels.

The parent/guardian works with the student on day-to-day instruction. In K-8, each student is assigned to one teacher who manages the student's ILP, monitors progress, and focuses on each student's individual areas of need.

English Language Arts courses help students develop important reading and writing skills, while inspiring a love of literature. The program emphasizes classic works, writing as a process, and the skills that will be assessed in standardized tests. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. The curriculum integrates writing to connect with their knowledge and experience and apply it in a way that connects it to current and historical events, and perspectives. Additionally, writing is embedded across all curricular areas including science, history and math.

Our kindergarten students begin to learn to read with on and offline lessons. K12's Phonics Works prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and decoding skills, using a kit of magnetized letter tiles and a variety of games and activities. Traditional poems, nursery rhymes, and riddles help students develop comprehension, vocabulary, and a love of language. Offline vocabulary instruction is accompanied by online review and practice. *All About Me* lays the foundations of the writing process as students brainstorm, discuss, illustrate, write, and share ideas with others.

Continuing on in first grade, students will move through 36 units in the Phonics program. Each unit contains five lessons. In the first four lessons, students learn new skills or practice what they've previously learned. The fifth lesson in each unit begins with online review and practice activities that reinforce skills learned in the unit, and are followed by an offline unit assessment. In some lessons, students will read an online decodable reader. These are short, interactive stories that consist entirely of words students are able to read. Students will acquire the critical skills and knowledge required for reading and literacy. Also in first grade is the K12 Grammar, Usage, and Mechanics lessons and Composition lessons. In odd-numbered units, students will learn grammar, usage, and mechanics skills that will help them communicate in Standard English. The fourth lesson of each unit is an online review of the unit's skills, and the fifth lesson is an offline assessment. In even-numbered composition units, students will also learn techniques for planning, organizing, and creating different kinds of writing. Each unit

starts with a journal assignment that will help get students writing and generating ideas to be used in their writing assignments. The program includes rubrics and sample papers to help evaluate students' work. Students will increase their vocabulary through word study, comprehension, and word analysis, and then apply their knowledge in a variety of authentic contexts.

The K12 curriculum offers struggling readers three levels of courses for students in the third to fifth grade called MARK12 courses. This curriculum along with guided support, instructional strategies and benchmark assessments from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers. The MARK12 Reading gives students who are reading several grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptive and online assessments. Students work independently and with a parent/guardian with the support of a teacher to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for parents/guardians to guide their students to success.

Math balances mastery of fundamental skills with critical thinking and problem-solving. The math curriculum provides lessons that teach the ability to reason logically and to understand and apply mathematical processes and concepts to solve problems. For example, in math students are expected to explain the strategies and problem solving methods used to bring to their answers in complete sentences and diagrams to demonstrate their thinking. An active, multi-sensory approach ensures that students understand concrete realities that underlie mathematical concepts. Online games and animations illustrate concepts, while challenge problems, regular practice, and review ensure mastery of basic skills. A thorough foundation is provided for younger students making links between the concrete and the abstract and older students encountering Algebra.

Science balances hands-on experiments with the systematic study of terms and concepts in life, earth, and physical sciences. The program nurtures curiosity as students practice observation and analytical skills. Students learn how scientists understand our world and how the world is shaped by ongoing scientific and technological advances.

The history courses are integrated with topics in geography and civics, which opens young minds to far-off lands, distant times, and diverse cultures, emphasizing the *story* in history. The history story includes not only great men and women but also everyday people. Kindergarten students tour the seven continents and are introduced to some famous Americans. Students in grades 1–4 study civilization from the Stone Age to the Space Age, and older students explore major themes and topics in World and American History in greater depth. Middle School courses are described in detail in Appendix E.

Teachers work with the parents/guardians to facilitate progress through daily lessons, ensure proficiency and offer support to the student and family. The K12 curriculum provides daily

lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom (Blackboard Collaborate) setting for tutoring, small group instruction and meetings as needed. The K12 online school has a built in secure message center that allows students to contact their teacher.

High School Curriculum: Apex

ICS students in high school will be using the Apex curriculum, a leading provider of virtual learning. Apex's UC approved curriculum will be highly effective in leading to high achievement and proficiency of the standards. The Apex curriculum is aligned to CCSS and CSS, including Next Generation Science Standards. The Apex Learning courses in math and English language arts incorporate the instructional intent of the CCSS including rigorous instruction, active learning experiences, and meaningful assessment. These courses are created by a team of education experts with a focus on research-based best practices in learning as the CCSS. Students develop critical thinking skills through challenging tasks, with scaffolding and supports to meet students at their particular level of academic readiness.

Students engage in active learning experiences through a balance of tasks involving reading, observing, inquiring, creating, connecting, and confirming. These build students' critical thinking skills and deepen their understanding of course content.

Formative, summative, and diagnostic assessments are integrated throughout each course. Frequent formative assessments reveal student understanding and inform instruction and intervention, while summative assessments measure and report learning outcomes. Unit-level diagnostic assessments generate individualized study plans that direct students to appropriate instructional content based on their strengths and weaknesses.

The English language arts courses effectively address each standard as well as the instructional intent of the four key areas outlined by the CCSS: reading, writing, speaking and listening, and language.

- **Reading:** Students read a range of texts that reflect diverse authors and genres with an emphasis on informational texts.
- **Writing:** Instruction emphasizes how to write a persuasive argument and how to use evidence to prove a thesis; students use different written and presentation formats to show their work.
- **Speaking and listening:** Students use various kinds of media to analyze and synthesize information.
- **Language:** Students have opportunities to develop and practice language skills throughout each unit.

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and

apply this knowledge to everyday life. Standards are organized by strand, with fewer concepts covered in greater depth. Students use analysis and reasoning skills to help develop independent critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills.

Apex science courses focus on the mastery of concepts and models scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Students participate in wet lab activities with a teacher at a centrally located site at least four times a year. This fulfills the UC requirement for our students.

In history courses, students build and practice historical thinking skills, learn to connect specific people, places, events and ideas to the larger trends of history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

Apex Learning has nearly two decades in virtual learning expertise and is the leading provider of blended learning solutions to the nation's schools. All Apex courses at ICS are mastery-based, where students must achieve a score of 70% or better to move on. This ensures that no learning gaps exist, and allows students to spend more time on those concepts with which they are struggling. The digital curriculum — in math, science, language arts, social studies, world languages, electives, and advanced placement — is used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Students and teachers can meet in a virtual classroom (Jigsaw Meeting) setting for tutoring, small group instruction and meetings as needed. Apex has a built in secure message center that allows students to contact their teacher. Detailed Apex course descriptions are attached in Appendix E.

Attendance Guidelines

Inspire Charter School will offer at least the minimum number of instructional days per year required by law, and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. The teacher will also assign students a quantity of work with a time-value corresponding to the minimum mandated number of instructional minutes per grade as corresponds to the time value of the work performed. We anticipate that students will complete significantly more than these minimums each year. For added flexibility for

students and their families, the school will operate on a year-round calendar. A draft of the Charter School's 2015-2016 academic calendar is attached as Appendix D.

Independent Study Legal Compliance

The Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding. Attached as Appendix A, please find the Charter School's independent study policy.

Flexible Scheduling

Students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. An example of this may be a student who chooses to work on math Monday and English on Tuesday. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of Inspire Charter School.

Through the K12 and Apex Management System, all of the users (teachers, students, parents/guardians, etc.) can use the system from any location. This will allow student to meet with their teacher in person or on-line, so K12 and Apex works great for both in the classroom and off-site situations. Furthermore, students can start and finish anytime.

A Day in the Life of a Charter School Student

The student below has completed a seven-hour day, working in his/her Science, English, History and Algebra courses. Many students do not work consecutively on their courses, hence the time lapse between school work and other responsibilities.

8:00 - 8:45 A. M. You get up and log onto your K12 or Apex website while eating breakfast. You check "Daily Plan" and "Calendar" to plan your busy day. You go to the "message center" to read, and respond to four messages from your teachers. You received input from your science teacher and now have a plan for remediation. You look at the quiz that the teacher said needed to be reviewed, and you study the questions that you missed, referring to the lessons for help.

8:45 - 10:00 A. M. After 30-45 minutes of study, you contact your science teacher to review the questions and go over the remediation plan. After 15 - 20 minutes of review with the teacher, you go into the science virtual lab assignment to work on today's lesson and work until 10:00.

10:00 – Take grandmother to the doctor. You have other responsibilities and have the freedom to take care of them.

10:45 - 12:00 P. M. You log back into the site and contact your English teacher about comments on your graded research paper draft that was in class mail this morning. Comments and suggestions help you plan your revisions and you do some additional research on the Internet. You find information that is relevant, so you proceed to work on the final draft for your research paper. After over an hour of work, you submit the final draft of your research paper to your English teacher, you think to yourself, "This is going to be the best research paper I've ever completed."

12:00 - 1:00 P.M. You meet friends for lunch.

1:00 - 2:00 P.M. You begin working on your American History essay, but you need some help from the history teacher. You speak with the history teacher for about 15 minutes about the facts that need to be included in the paper and relevance of different web sites. Then, you spend the next 45 minutes doing some research online to find relevant information to include in your essay.

2:00 - 4:00 P.M. You log onto the Apex website and access your Algebra 1 course. You have questions about the lesson and contact the teacher. You spend an hour with the teacher on the white board reviewing practice problems, and then you access the homework on the concept and work on it for an hour. You complete and submit the assignment.

4:00 - 9:00 P.M. Eat dinner and spend time with family and friends. Then, you go to soccer practice. You log onto the website one more time before you end the day and check class mail for updates. You spend 30-45 minutes adding the relevant information to your American History essay that you found earlier in the afternoon. It has been a productive and fun day!

Technology/Enrichment Support

The Charter School will provide a computer to any student that does not already have one at home. The online courses can be accessed anywhere in the world via the Web. Each student receives a \$1,000 allowance, that can be used towards technology, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that includes laptops, desktops, printers and Microsoft Office.

ICS supports student choice and flexibility within their schedule. To that end, we have an approved vendor list. If the family would like to refer a vendor to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose from that range from lessons in music, dance, acting, foreign language, art, tutoring, skill building to online programs, supplemental textbooks or other educational materials.

Transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements

Course Transferability

The Charter School will apply for WASC accreditation by Spring 2015, which will trigger an initial one-day visit and initial accreditation in the Fall of 2015. By the June of 2015, the Charter School will have the UC/CSU system review all high school courses to assure that they meet the A-G requirements. Other charter schools have previously secured UC/CSU certification for Apex high school courses. The Charter School will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

College Entrance Requirements

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis.

The table below displays Inspire Charter School’s high school grade level courses (with AP options):

Subject Area	9 th	10 th	11 th	12 th
English	English 9 A/B	English 10 A/B	American Literature	British and World Literature
Math	- Algebra 1 A/B -Geometry A/B	-Geometry A/B -Algebra 2 A/B	Algebra 2 A/B Trigonometry/ Math Analysis A/B	-Trig/Math Analysis A/B -AP Calculus A/B
Science (with labs)	Biology A/B	Chemistry A/B	Chemistry A/B Physics A/B	-Physics A/B -Science elective
Social Studies		World History A/B	US History A/B	-American Government -Economics
Visual/Performing Arts	-Art -Music	-Art - Music	-Art -Music	-Art -Music

Foreign Language	Foreign Language Level I or II	Foreign Language Level I or II	Foreign Language Level I or II	-Foreign Language -AP offerings
Electives	-Health -Life Skills	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other

A high school diploma will be awarded to all students who meet the Charter School's graduation requirements:

Graduation Requirements

English	8 Semester Courses
Math	6 Semester Courses (through Algebra II)
Science	4 Semester Courses
Social Studies	6 Semester Courses
Visual and Performing Arts	2 Semester Courses
Foreign Language	4 Semester Courses
Electives	14 Semester Courses
44 Semester Courses (220 Credits)	

Plan for Students Who are Academically Low-Achieving

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. The Charter School will utilize strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provides concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom or in person at a C.A.R.E. Center day. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

As mentioned earlier in the K-8 curriculum section, the K12 curriculum offers struggling readers three levels of courses for students in the third to fifth grade called MARK12 courses. This curriculum along with guided support, instructional strategies and benchmark assessment s

from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers.

Apex students can move at their own pace, with students taking as much time as they need to acquire the skills necessary for academic success. The Math Foundations course, for example, integrates carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. Literacy development is supported, for below-proficient or struggling readers, with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing and composition.

The Charter School will provide supports to parents/guardians by offering tips, workshops, and trainings. Teachers can model and assist students and parents/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting or a small group workshop.

If a student is struggling with any subject, we would assemble our SST team and evaluate the student using Scantron (for grades 3-8) or DIBELS (for grades K-2) to evaluate reading and math skills and also evaluate any student work and parent feedback. From this point, we would ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math then the team would reassemble and devise a plan that might include additional supporting curriculum, Study Island and concentrated tutoring in our Class Connect virtual classroom with the student's teacher. Study Island is a leading academic software provider of standards-based assessment, instruction, and test preparation e-learning programs. Study Island is available for students using the K12 curriculum.

The Charter School will utilize a Student Success Team ("SST") process to develop a plan to address their individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past.

These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

Upon various assessment and collaboration, ICS can implement the following strategies:

- Modify and reduces lessons as assigned by the student's ILP.
- Provide remedial instruction.
- Provide one on one and small group support.

If the problem continues after implementation of a SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

Plan for Students Who are Academically High Achieving

Students who are performing above grade level are identified by ICS teachers through an ongoing progress, attendance reports, placement tests, course tests, standardized tests, and parent and teacher observation. The supervising teacher may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. In middle and high school, above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We believe that students should experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum. Additionally, by the 2015-2016 school year expansion, curriculum/activities will be developed for all grades.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be assessed using the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents/guardians of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents/guardians or guardians of the language reclassification and placement including a description of the reclassification process and the parents/guardians opportunity to participate, and encouragement of the participation of parents/guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the SBA performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

English Learner Instructional Strategies and Curriculum

Courses available for English Learners include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. The individual support Inspire Charter School offers students will benefit English Learners in serving their individual needs as well.

EL students will receive additional English Language Development assistance from teachers. This assistance will include academic support in vocabulary development and comprehension either outside of the student's core courses. Assistance may also include working with the core course instructor(s) to insure the students receive the help they need to increase their English language development and be successful in their courses.

This support will be centered around SDAIE (Specially Designed Academic Instruction for English) strategies applicable to an independent study context, including the use of graphic organizers, choral reading in a virtual classroom with other EL students, reading logs, vocabulary cards, and small group or one on one teaching virtually or in person at the C.A.R.E. Center.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing (CCTC) recognized equivalent.

Monitoring and Evaluation of Program Effectiveness

The Director of Academic Services and Executive Director will evaluate the program effectiveness for ELs in the Charter School with the following guidelines:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

Plan for Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). The Charter School will follow applicable laws that only permit special education students to participate in independent study programs if their IEPs allow for it.

The Charter School will become a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Inspire Charter School's default option would be to apply for membership in the El Dorado County Charter Special Education Local Plan Area (El Dorado Charter SELPA). The El Dorado Charter SELPA accepts first year charter schools as LEA members with successful applications. The El Dorado Charter SELPA's application process for the 2015-16 school year is about to be announced. A California Department of Education certified nonpublic agency and provider of special education services to charter schools, Total Education Solutions, is available to assist ICS with the writing of its' LEA plan to ensure it will be approved in time for the 2015-2016 school year.

As an LEA, Inspire Charter School would need to possess a high level of knowledge about special education. With five experienced public school administrators on its governing board and staff, Inspire Charter School's team already has a strong base of knowledge about service provision and compliance. However, to ensure dedicated, specialized expertise in this area, the Charter School would hire an experienced special education coordinator on a part time basis until the volume of activities merit a full time position. To further develop capacity, El Dorado Charter SELPA provides extensive support to its LEA members, including the following areas, to name a few: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight & design. Inspire Charter School will examine SELPA membership options to determine which appears to be the best fit for the Charter School.

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

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Until such time as Inspire Charter School is accepted into a SELPA as an LEA pursuant to Education Code Section 47641(a), the Charter School shall operate as a public school of the District in accordance with Education Code Section 47641(b). As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding ("MOU") would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the School.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

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

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

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

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

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

Services for Students under the "IDEIA"

The Charter School will provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA of which it becomes an LEA member.

Staffing

As an LEA, Inspire Charter School will provide and/or procure and manage all activities related to assessment, individualized education plan (IEP) development, and service provision. Inspire Charter School will hire special education personnel to coordinate and provide special education services, including compliance monitoring and maintenance of LEA responsibilities, and will contract for services as needed to ensure the provision of all services required by the IEPs of Inspire Charter School students, including special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral therapists and psychologists.

To ensure that all students receive appropriate services, Inspire Charter School will use service delivery methods appropriate to a learning model that is primarily online. Inspire Charter School has identified a viable contracted service provider, Total Education Solutions (TES). TES is a California Department of Education certified nonpublic agency and provides high quality online-based services to offer students access from home to speech and language therapy, occupational therapy, behavioral support, school counseling, and resource specialist services. Families will also have an option to receive face-to-face services at appropriate locations near their home.

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in all mandatory and recommended SELPA in-service training relating to special education.

As an LEA member of a SELPA, the Charter School will be responsible for the contracting and/or hiring, training, employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists.

Notification and Coordination

The Charter School shall follow applicable law and SELPA policies regarding the discipline of special education students.

Identification and Referral

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

It is the Charter School's understanding that the SELPA shall provide the Charter School with any assistance that it generally provides its LEAs in the identification and referral processes.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

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

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. As an LEA, the Charter School will determine what assessments, if any, are necessary and arrange for such assessments for

referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless consent is obtained.

IEP Meetings

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

IEP Development

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

The Charter School shall promptly respond to all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

As an LEA, the Charter School shall be responsible for all school site implementation of the IEP. The Charter School shall implement IEPs, pursuant to its own LEA policies and SELPA polices. As part of this responsibility, the Charter School shall provide the parents/guardians with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

ICS anticipates serving students with a wide range of needs. ICS will maintain on staff a Special Education Coordinator/Teacher. In addition to supplement special education services, ICS plans to contract with a service provider such as Total Education Solutions, which offers the following virtual services by licensed and credentialed staff:

- Testing Eligibility
- Behavior Services
- Occupational Therapy
- Physical Therapy
- Language and Speech
- School Counseling
- School Psychologist
- Resource Specialist Services

The chart below shows the range of disabilities and corresponding services that will be provided to individual students based upon their particular and specific need:

Disability Category	Definition	Special Education Services Provided
Autism	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.	Behavior Services, School Psychologist
Emotional Disturbance	A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.(C) Inappropriate types of behavior or feelings under normal circumstances.(D) A general pervasive mood of unhappiness or depression.(E) A tendency to develop physical symptoms or fears associated with personal or school problems	Pupil Counseling, Behavior Services, School Psychologist
Intellectual Disabilities	Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.	Specialized Academic Instruction, Behavior Services, School

		Psychologist
Orthopedic Impairment	A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).	Occupational Therapist, Physical Therapy, Adaptive Physical Education
Other Health Impairment	Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome. It must also adversely affect a child's educational performance.	Occupational Therapy, Physical Therapy, Adaptive Physical Education
Specific Learning Disabilities	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.	Specialized Academic Instruction, Behavior Services, School Psychologist
Speech or Language Impairment	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.	Speech and Language Pathologists / Assistant Pathologists
Deaf, Blindness, Hearing / Visual Impairment	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.	Audiologist, Braille, Hard of Hearing Services, Assistive Technology

Please note services that cannot be provided virtually by school special education staff or Total Education Solutions, will be provided in-person by school special education staff at an appropriate location near the student's home.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another

school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Funding

The Charter School understands that, as an LEA member of a SELPA, the SELPA will pass through special education funds according to the SELPA's allocation plan, and the Charter School will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, the Charter School will provide all special education services through appropriately credentialed personnel hired and contracted by the Charter School. Inspire Charter School will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend the Charter School are provided a free and appropriate education. Upon request, the Charter School can provide a special education budget projection showing anticipated revenues and expenditures for Inspire Charter School, noting that actual enrollment levels of students with IEPs are not known at the time of writing.

Annual Goals and Annual Actions for State Priorities

In June 2013, Education Code was revised under AB97 to include in charter petitions a list of annual goals and annual activities "to be achieved in the state priorities" that apply. Below, Inspire Charter School has created a list of goals and that align to the state priorities as applicable to the grade levels served by the schools and as applicable to charter schools. Inspire Charter School notes that there may be a need for revision prior to the required annual update: the State Board of Education has not yet created the Local Control and Accountability Plan (LCAP) template, on which annual updates to the schools goals are to be based. Inspire Charter School notes that there may be a need to bring the goals listed here into alignment with the LCAP template, once the template is developed. Inspire Charter School's annual goals are as follows:

STATE PRIORITY 1: Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities

ANNUAL GOAL 1A, 2015-16 through 2019-20. All students, English learner subgroup: All teachers possess credentials appropriate to their assignment, as applicable to charter schools, including CLAD, BCLAD or equivalent when providing instruction to English learners.

- *ANNUAL ACTION 1Ai, 2015-16 through 2019-20: Advertise teacher job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials.*
- *ANNUAL ACTION 1Aii, 2015-16 through 2019-20: Designate administrative staff to monitor validity of teacher credentials, including reminders as to renewals due at intervals prior to expiration dates, with reporting on compliance to School Director.*

ANNUAL GOAL 1B, 2015-16 through 2019-20 (same each year). All students, English learner subgroup: Each student, including English learners, has standards-aligned instructional materials as suits the nature of the program operated in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

- *ANNUAL ACTION 1Bi, 2015-16 through 2019-20: Order initial complement of standards-based textbooks or other instructional materials each school year at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.*
- *ANNUAL ACTION 1Bii, 2015-16 through 2019-20: Where core materials are not comprehensive of standards, ensure that supplemental materials fill gaps and provide access to students at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.*

ANNUAL GOAL 1C, 2015-16 through 2019-20 (same each year). All students: The school facilities are maintained in a manner that ensures that they are clean, safe, and functional as specified in subdivision (d) of Education Code Section 17002.

- *ANNUAL ACTION 1Ci, 2015-16 through 2019-20. Ensure the school maintains a valid Certificate of Occupancy for its facilities, and, if applicable, compliance with the Field Act.*
- *ANNUAL ACTION 1Cii, 2015-16 through 2019-20. Review the extent to which its facilities meet the criteria identified in subdivision (d) of Education Code Section 17002.*

- *ANNUAL ACTION 1Ciii, 2015-16 through 2019-20.* Make changes, based on above review

STATE PRIORITY 2: Implementation of state-adopted standards, including access to academic content and development of English proficiency by English learners

ANNUAL GOAL 2A, 2015-16 through 2019-20. All students: All teachers of Mathematics, Science, History-social science and English-language arts will design and implement standards-based instruction using standards adopted by the state board.

- *ANNUAL ACTION 2Ai, 2015-16 through 2019-20:* Provide teacher training to new teachers on California Common Core Standards in English-Language Arts and Mathematics and on California content standards in History-Social Science and Science and their implications for lesson planning and instruction.
- *ANNUAL ACTION 2Aii, 2015-16:* Design standards-based progress reports.
- *ANNUAL ACTION 2Aiii, 2015-16 through 2019-20:* Ensure School Director monitors lesson plans and classroom instruction on an ongoing basis. Intervene and provide support to teachers wherever standards-based instruction is not consistently evident.

ANNUAL GOAL 2B, 2015-16 through 2019-20. English learner subgroup: Ensure that teachers implement instruction in a manner that gives English learner students access to the English language development standards and develops English language proficiency as a result of explicit English language development instruction, alignment of ELD standards and ELA standards, research-based instructional strategies in English language development, personalized literacy instruction, literacy across the curriculum, frequent formative assessment, initial and ongoing professional development, and use of high quality after school program to increase instructional time.

- *ANNUAL ACTION 2Bi, 2015-16 through 2019-20:* Provide initial and ongoing teacher training on English language development standards, on research-based strategies to develop English language proficiency and on serving English learners through the school's personalized literacy methods.
- *ANNUAL ACTION 2Bii, 2015-16.* Design protocols for monitoring progress toward English proficiency, including the use of ELD Portfolios.
- *ANNUAL ACTION 2Biii, 2015-16 through 2019-20.* Ensure that instructional materials for EL students and curriculum frameworks and standards are aligned.

- ANNUAL ACTION 2Biv, 2015-16 through 2019-20. Include oral language practice daily across the curriculum and as independent work to accelerate language acquisition.
- ANNUAL ACTION 2Bv, 2015-16 through 2019-20. Provide dedicated and leveled English Language Development instruction for 30 minutes a day, with periodic progress monitoring of EL students.
- ANNUAL ACTION 2Bvi, 2015-16 through 2019-20. Use the after-school program to increase instructional time and advance English proficiency more quickly.

ANNUAL GOAL 2C, 2015-16 through 2019-20. English learner subgroup: English learners will have access to content standards in all academic content areas as a result of research-based instructional strategies, frequent formative assessment, initial and ongoing professional development, and core curriculum well-matched to the needs of English learners.

- ANNUAL ACTION 2Ci, 2015-16 through 2019-20. Provide initial and ongoing teacher training in designing and implementing instructional differentiation to enable access to core content standards by English learner students.
- ANNUAL ACTION 2Cii, 2015-16 through 2019-20. Design instruction across the content areas to use multiple learning modalities, provide explicit instruction of key vocabulary and cognates, scaffolding, such as anticipatory pre-reading of text, include frequent use of graphic organizers, and incorporate GLAD methods.
- ANNUAL ACTION 2Ciii, 2015-16 through 2019-20. Provide reading material at or near students' English reading levels (i.e., simpler English texts), concurrent to the development of English proficiency to support students' access to the content areas
- ANNUAL ACTION 2Civ, 2015-16 through 2019-20. Provide supplemental reading material in students' native language, to support content provided in English
- ANNUAL ACTION 2Cv, 2015 through 2019-20. Provide verbal support in students' native language and/or in English as is feasible

STATE PRIORITY 3: Parent involvement in school site decisions, including parental participation in programs for unduplicated pupils and EL students.

ANNUAL GOAL 3A, 2015-16 through 2019-20, All students. Facilitate parent involvement in school site decisions through an active School Advisory Board with reports to the Board of

Directors and through incorporation of parent feedback via the School Site Council regarding programs for serving unduplicated pupils and English Learner students.

- ANNUAL ACTION 3Ai, 2015-16. Establish School Advisory Board, (elect members, create meeting schedule, set norms and procedures for meeting planning, participation and decision-making, invite parents and staff to participate)
- ANNUAL ACTION 3Aii, 2015-16 through 2019-20. Ensure that SAB meeting agendas contain agenda items designed to solicit parent input with respect to school decisions.
- ANNUAL ACTION 3Aiii, 2015-16 through 2019-20. Include report to Academy Committee of the school's governing board by parent chair of School Advisory Board as a regular agenda item.
- ANNUAL ACTION 3Aiv, 2015-16. Establish School Site Council (elect members, create meeting schedule, set norms and procedures for meeting planning, participation and decision-making, invite parents and staff to participate)
- ANNUAL ACTION 3Av, 2015-16 through 2019-20. Ensure that School Site Council meeting agendas contain agenda items designed to solicit parent input with respect to programs for unduplicated students and English learner students.
- ANNUAL ACTION 3Avi, 2015-16 through 2019-20. Conduct annual stakeholder surveys to gather parent input on the educational program, including programs for unduplicated students and English learner students.

STATE PRIORITY 4: Pupil achievement as measured by all of the following:

A. Mandated statewide assessments

ANNUAL GOAL 4A, 2015-16 through 2019-20. All students and numerically significant subgroups. Increase the percentage of students moving up by at least one achievement band (Far Below Basic, Below Basic, Basic, Proficient, Advanced) on SBACs, CAPA, and CMA in English-Language Arts and Mathematics by an average of 3% every year, with an appropriate adjustment made to this goal when more data on Smarter Balanced Assessments is available.

- ANNUAL ACTION 4Ai, 2015-16. Establish strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.

- *ANNUAL ACTION 4Aii, 2015-16 through 2019-20.* Implement formative and summative assessments to monitor student progress – both individually and by subgroup.
- *ANNUAL ACTION 4Aiii, 2015-16 through 2019-20.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Aiv, 2015-16 through 2019-20.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.

B. The Academic Performance Index (API)

ANNUAL GOAL 4B, 2015-16 through 2019-20. All students and numerically significant subgroups. Achieve API subgroup goals, for any subgroups that are numerically significant, which the petition sets at 10 points higher than the District’s performance in the 2012-2013 school year (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and, if and when subgroup becomes numerically significant, special education students) and/or match or exceed the API scores of schools with similar demographics in the District’s attendance area.

- *ANNUAL ACTION 4Bi, 2015-16.* Establish strong instructional program by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum, designing formative assessments that yield data for adjusting instruction according to students’ individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Bii, 2015-16 through 2019-20.* Implement formative and summative assessments to monitor student progress – both individually and by subgroup.
- *ANNUAL ACTION 4Biii, 2015-16 through 2019-20.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Biv, 2015-16 through 2019-20.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.

C. UC/A-G/career readiness

ANNUAL GOAL 4C, 2015-16 through 2019-20. All students and numerically significant subgroups. Provide programming students (e.g., instruction, activities) and parents (e.g., distribution of information, workshops) to increase awareness of UC A-G/career readiness.

- *ANNUAL ACTION 4Ci, 2015-16.* Identify instructional goals in UC A-G/career readiness for students and parents by grade level.
- *ANNUAL ACTION 4Cii, 2016-17 and 2017-18.* Implement and refine programming for middle school students and parents.
- *ANNUAL ACTION 4Ciii, 2018-19 through 2019-20.* Implement and refine programming for elementary and middle school students and parents.

D. Progress toward English proficiency

ANNUAL GOAL 4D, 2015-16 through 2019-20. English learner students. Increase the percentage of students enrolled in the school for at least two years who move up at least one ELD level per year by 3% annually.

- *ANNUAL ACTION 4Di, 2015-16.* Establish strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content areas, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.
- *ANNUAL ACTION 4Dii, 2015-16 through 2019-20.* Implement formative and summative assessments to monitor the progress of English learner students.
- *ANNUAL ACTION 4Diii, 2015-16 through 2019-20.* Provide professional development in response to analysis of student performance data, schoolwide and by subgroup.
- *ANNUAL ACTION 4Div, 2015-16 through 2019-20.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

E. The English learner reclassification rate

ANNUAL GOAL 4E, 2015-16 through 2019-20. Improve the reclassification rate among students enrolled in the school for at least two years by at least 2% annually.

- *ANNUAL ACTION 4Ei, 2015-16.* Establish strong English language development program (ELD) by providing ample professional development and ongoing instructional support, planning a coherent standards-based curriculum both in ELD and across the content

areas, designing formative assessments that yield data for adjusting instruction according to students' individual needs, and procuring adequate instructional resources.

- *ANNUAL ACTION 4Eii, 2015-16 through 2019-20.* Implement formative and summative assessments to monitor the progress of English learner students.
- *ANNUAL ACTION 4Eii, 2015-16 through 2019-20.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Eiv, 2015-16 through 2019-20.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

STATE PRIORITY 5: Pupil engagement

A. School attendance rates

ANNUAL GOAL 5A, 2015-16 through 2016-17. Achieve an attendance rate of 95% or higher.

- *ANNUAL ACTION 5Ai, 2015-16 through 2019-20.* Communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- *ANNUAL ACTION 5Aii, 2015-16 through 2019-20.* Provide targeted intervention for students with lower than average attendance and their families.
- *ANNUAL ACTION 5Aiii, 2015-16 through 2019-20.* Provide positive incentives for students to maintain high attendance.
- *ANNUAL GOAL 5A, 2017-18 through 2018-19.* Achieve an attendance rate of 95.5% or higher.
- *ANNUAL ACTION 5Ai, 2017-18 through 2018-19.* Refine strategies to communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- *ANNUAL ACTION 5Aii, 2017-18 through 2018-19.* Refine strategies to provide targeted intervention for students with lower than average attendance.

- *ANNUAL ACTION 5Aiii, 2017-18 through 2018-19.* Refine strategies to provide positive incentives for students to maintain high attendance.

ANNUAL GOAL 5A, 2019-20. Achieve an attendance rate of 96% or higher.

- *ANNUAL ACTION 5Ai, 2019-20.* Refine strategies to communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- *ANNUAL ACTION 5Aii, 2019-20.* Refine strategies to provide targeted intervention for students with lower than average attendance.
- *ANNUAL ACTION 5Aiii, 2019-20.* Refine strategies to provide positive incentives for students to maintain high attendance.

B. Chronic absenteeism rates

ANNUAL GOAL 5B, 2015-16. Develop relationships and implement strategies with students demonstrating chronic absenteeism and their families.

- *ANNUAL ACTION 5Bi, 2015-16.* Once families have been through low attendance interventions, if chronic absenteeism persists, initiate intensive targeted intervention for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2015-16.* Develop community partnerships to support families and to incentivize improvement, including external referrals to impose sanctions on parents of chronically absent students.

ANNUAL GOAL 5B, 2016-17 through 2017-18. Refine strategies designed to reduce chronic absenteeism rate.

- *ANNUAL ACTION 5Bi, 2016-17 through 2017-18.* Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2016-17 through 2017-18.* Refine community partnerships to support families and to incentivize improvement, including referrals to the City to impose sanctions on parents of chronically absent students.

ANNUAL GOAL 5B, 2018-19 through 2019-20. Refine strategies designed to reduce chronic absenteeism rate.

- *ANNUAL ACTION 5Bi, 2018-19 through 2019-20.* Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2018-19 through 2019-20.* Refine community partnerships to support families and to incentivize improvement, including referrals to local agencies to impose sanctions on parents of chronically absent students.
- *ANNUAL ACTION 5Biii, 2018-19 through 2019-20.* Search for innovative promising practices tried elsewhere to reduce chronic absenteeism.

C. Middle school dropout rates

ANNUAL GOAL 5C, 2015-16. All students. Develop relationships and implement strategies with students likely to drop out and their families.

- *ANNUAL ACTION 5Ci, 2015-16.* Identify students with behaviors indicating a high likelihood of dropping out and develop and implement a personalized intervention plan
- *ANNUAL ACTION 5Cii, 2015-16.* Identify community partners to support identified students and families around circumstances that may be negatively affecting student's life choices.

ANNUAL GOAL 5C, 2016-17 through 2017-18. All students. Refine strategies designed to lower the middle school dropout rate.

- *ANNUAL ACTION 5Ci, 2016-17 through 2017-18.* Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.
- *ANNUAL ACTION 5Cii, 2016-17 through 2017-18.* Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.

ANNUAL GOAL 5C, 2018-19 through 2019-20. All students. Refine strategies designed to lower middle school dropout rate.

- *ANNUAL ACTION 5Ci, 2018-19 through 2019-20.* Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.
- *ANNUAL ACTION 5Cii, 2018-19 through 2019-20.* Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.

- *ANNUAL ACTION 5Ciii, 2018-19 through 2019-20.* Search for innovative promising practices tried elsewhere to reduce the incidence of middle school dropout.

STATE PRIORITY 6: School climate

A. Pupil suspension rates

ANNUAL GOAL 6A, 2015-16 through 2019-20. All students and numerically significant subgroups. Implement strategies designed to lower rates of pupil suspensions for all students and for numerically significant subgroups serving comparable grade levels.

- *ANNUAL ACTION 6Ai, 2015-16 through 2019-20.* Establish clear expectations for student conduct and consistent protocols for incentivizing constructive student conduct, including problem-solving around behaviors that are inconsistent with school expectations. Establish tiers of support and intervention when challenging behaviors persist.
- *ANNUAL ACTION 6Aii, 2016-17 through 2019-20.* Annually, refine expectations for student conduct and consistent protocols for incentivizing constructive student conduct, including problem-solving around behaviors that are inconsistent with school expectations. Refine tiers of support and intervention when challenging behaviors persist.
- *ANNUAL ACTION 6Aiii, 2015-16.* Provide initial training and on-the-job support for all instructional staff and student supervision staff to establish a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive student conduct, including positive behavioral support.
- *ANNUAL ACTION 6Aiv, 2016-17 through 2019-20.* Refine training and support for instructional staff and student supervision staff to improve a clear and consistent set of strategies to promote a collaborative, positive school climate and constructive student conduct, including positive behavioral support.
- *ANNUAL ACTION 6Av, 2015-16 through 2019-20.* Identify students at risk for suspension and develop, implement, and monitor a personalized intervention plan
- *ANNUAL ACTION 6Avi, 2015-16 through 2019-20.* Identify community partners to support identified students and families around circumstances that may be negatively affecting student's behaviors.

- *ANNUAL ACTION 6Avii, 2018-19 through 2019-20.* Implement curricula to increase student decision-making skills
- *ANNUAL ACTION 6Aviii, 2018-19 through 2019-20.* Refine the above actions annually.

B. Pupil expulsion rates

ANNUAL GOAL 6B, 2015-16 through 2019-20. All students and numerically significant subgroups. Implement strategies designed to prevent pupil expulsions for all students and for numerically significant subgroups.

- *ANNUAL ACTION 6Bi, 2015-16.* Establish services for students at risk of expulsion, including targeted educational support services, and, through community partners, services such as counseling, gang prevention, substance abuse prevention, including services to support families.
- *ANNUAL ACTION 6Bvii, 2016-17 through 2019-20.* Annually, identify students at risk for expulsion, including students who are habitually truant or habitually disruptive, and develop, implement and monitor an intensive, personalized intervention plan to decrease inappropriate or antisocial behavior.
- *ANNUAL ACTION 6Biii, 2016-17 through 2019-20.* For students at risk for violent acts, provide programs to teach interpersonal and cognitive-behavioral skills, including programs administered by mental health personnel.
- *ANNUAL ACTION 6Biv, 2016-17 through 2019-20.* Monitor and analyze effectiveness of services for students at risk of expulsion to continually refine and improve.

C. Other local measures, including surveys of pupils, parents and teachers on sense of safety and school connectedness

ANNUAL GOAL 6C, 2015-16 through 2019-20. All students and numerically significant subgroups. Increase or maintain annually the proportion of students, parents and teachers who indicate a high sense of safety and high levels of students' school connectedness on annual stakeholder surveys.

- *ANNUAL ACTION 6Ci, 2015-16.* Implement social-emotional skills curricula to raise skill levels (empathy, perspective, active listening, communication, etc.) and develop shared vocabulary and strategies among both students and educators, thereby enabling a community oriented toward problem solving.

- *ANNUAL ACTION 6Cii, 2015-16.* Establish explicit expectations and norms for how students and adults will treat one another.
- *ANNUAL ACTION 6Ciii, 2015-16 through 2019-20.* Provide training and on-the-job support to capacitate instructional staff and student supervision staff to support students to achieve expectations and norms and to put into practice their developing social-emotional skills
- *ANNUAL ACTION 6Civ, 2015-16 through 2019-20.* Use class meetings and other appropriate strategies, including facilitation of student-driven leadership, to address hurtful social dynamics and other patterns that may undermine students' sense of safety and school connectedness
- *ANNUAL ACTION 6Cv, 2015-16 through 2019-20.* Provide targeted intervention to students demonstrating high levels of antisocial behavior.
- *ANNUAL ACTION 6Cvi, 2015-16 through 2019-20.* Analyze survey data to identify trends and areas of need and to refine the above strategies as needed.

STATE PRIORITY 7: Access to a broad course of study in subject areas described in Education Code Section 51210 and 51220, as applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

STATE PRIORITY 8: Pupil outcomes in subject areas described in Education Code Section 51210 and 51220, as applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

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

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

Measurable Student Outcomes

The goal of the Charter School is to create a school that motivates and assists all students in becoming self-motivated, competent, lifelong learners. The Charter School will ensure alignment of its curriculum with California Common Core State Standards and California Contents Standards in order to ensure success for all students in the administration of state required standardized tests. These standards will serve as a guide in developing Charter School goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card. Numerous assessments are listed here that are not reported on the school accountability report card but which the school will use to gain a fuller picture of student achievement. The outcomes listed below have been carefully designed to align to the mission of the Charter School, exit outcomes and curriculum.

The Charter School shall pursue the following measurable student outcomes:

School-Wide Outcomes

OUTCOME	METHODS OF MEASUREMENT
The Charter School shall meet or exceed a 90% attendance rate.	Daily Login Records
The Charter School shall provide accurate and consistent information about student progress toward college readiness. Summative and formative assessments will show the level of student consistent incremental progress.	California Standards Tests or Smarter Balanced Assessments (SBAC)
Inspire Charter School shall strive to meet or exceed its growth target school-wide and within reportable subgroups on an annual basis.	API -- TBD
The Charter School shall receive an average score of "satisfied" or "very-satisfied" on annual parent satisfaction surveys, including questions specifically regarding the educational program.	Annual parent satisfaction surveys.
The Charter School shall exceed the County-wide average scores on the SBAs in ELA and Math as broken down into reportable subgroups.	SBA scores.
The Charter School student shall increase math and reading scores pre- to post-testing by an average of one grade level proficiency per year.	Scantron Performance Assessment.
The Charter School shall have 95% of its students who have been enrolled since 6 th grade passing the California High School Exit Exam (CAHSEE) on third attempt.	CAHSEE scores.
The Charter School's dropout rate shall be no more that of the District.	Dropout calculations
The Charter School shall meet its AYP growth goals in each year.	AYP goals established by law.
The Charter School's graduation rate shall be at least equal to that of the District.	Graduation rates.

The Charter School shall have a reclassification rate for English Learners that is within in 8% of the rate of the District.	California English Language Development Test (CELDT) results.
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Using the data analysis techniques discussed below, the Charter School will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these school wide outcomes into shorter term benchmarks.

Methods of Assessment

The effective use of assessment is critical to the learning process. At the Charter School, several types of formative and summative assessments will be used, including practice quizzes, short answer and essay questions, multiple choice, and objective exams. All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Charter School teachers will perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Charter School advisory teachers serving as the supervising teacher for purposes of independent study, working closely with parents/guardians and/or concerned adults, will have the first responsibility for measuring and monitoring student progress and performance.

The Charter School shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 and 60851 or any other pupil assessments applicable to pupils in non-charter public schools. The following assessments are utilized by the Charter School:

- **Pre-test** of students' work will be administrated as a student's baseline knowledge or preparedness for an educational experience or course of study.
- **Smarter Balanced Assessments** are aligned to the Common Core State Standards which were developed by K-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system – including summative and interim assessments and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness.
- **Embedded Assessment** of students' work may include, but is not limited to, a review of assignments, evaluation of student work products, projects, and special assignments, and locally administered evaluations of student work. Scheduled summative assessments are performed at the end of a unit, course, or sequence of lessons. The chapter test, final exam, final draft of a writing project is all examples of summative assessments.
- **CELDT** will be administered in accordance with State law.

- **Physical Fitness Test** will be administered in accordance with State law.
- **CAHSEE** will be administered in accordance with State law.
- **Scantron Performance Assessment** The Charter School will use Scantron Assessments in the Fall and Spring to track student progress and grade level proficiency.
- **End of Course Exams** Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

Annually, Inspire Charter School will develop and distribute to the District and to school stakeholders a School Accountability Report Card.

Use and Reporting Of Data

Report of Individual Student Progress

Parents/guardians and students will be routinely informed of student progress through regularly scheduled meetings. The monthly progress meetings will be followed up with a written summary of the meeting via an e-mail from the advisory teacher. Individualized student evaluation data will be utilized by the advisory teacher in tailoring the student's education program and updating the master agreement as necessary. To ensure regular communication between the advisory teacher, parent and student, weekly progress reports will be provided to families through e-mail. Parents/guardians may discuss student progress with the school at any time, and Inspire Charter School staff will typically meet with parents/guardians when students are not progressing as expected. School administrators will receive student progress data information from the advisory teachers and this data will be reviewed monthly and on an ongoing basis.

Use of Achievement Data to Improve Charter School Programs

Faculty will receive data on student achievement on an ongoing basis. Data will be gathered using Scantron for grades 3-12, and DIBELS for grades K-2. Additionally, the K12 and Apex programs provide customized reports and data within the assessments in each curriculum. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve Inspire Charter School's education program. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at weekly staff meetings and in regular program review evaluations.

The school's governing board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The board will hear

analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

The Charter School also will survey parents/guardians on an annual basis to get valuable program feedback to be used to make program improvements. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year.

ELEMENT FOUR: GOVERNANCE STRUCTURE

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

Non-Profit Public Benefit Corporation

The Charter School will be operated by Inspire Charter Schools, a California Nonprofit Public Benefit Corporation.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute, special education and related services, and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit 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 as Appendix B and C, please find the Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code respectively for Inspire Charter School.

Board of Directors

Inspire Charter School Charter School is governed by the Inspire Charter Schools Board of Directors, which shall be selected, serve, and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. The Board shall have at least five and no more than eleven voting members. One Director position will be reserved for a parent or community member. Directors will serve three-year terms.

In accordance with Education Code Section 47604(b), the District may appoint a representative to serve on the Board of Directors.

The initial list of board members and biographical information for each is listed above under the section on charter school founders.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual Charter School budget, calendar, salary schedules, employment contracts, major fundraising events, and grant writing.
- Negotiation and approval of a MOU or other contracts with the District.
- Approval of all leases, purchases, contracts exceeding 10,000 dollars.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law.
- Long-term strategic planning for the Charter School.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of the Charter School.
- Participation in the Charter School's independent fiscal audit.
- Participation in the Charter School's performance report to the District.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of the Charter School.
- Fundraising efforts.

Board Meetings

The Board of Directors will meet in accordance with the Brown Act.

The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate in initial training regarding effective board governance, the Brown Act, and conflict of interest rules. New members to the Board of Directors shall be trained in these matters as well.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Charter Regional Director

The Executive Director, Director of Academic Services, and Regional Director will be the leaders of the Charter School. These positions will ensure that the curriculum and technology is implemented in order to maximize student learning experiences. The Executive Director and Director of Academic Services will serve Inspire Charter School part time as they have oversight of all Inspire Charter Schools' charters. The Regional Director will be full time and lead Inspire Charter School exclusively.

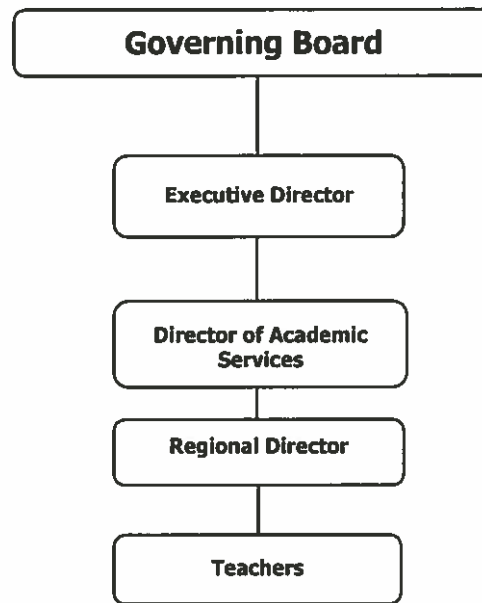
The Regional Director will directly supervise the home school teachers and will be responsible for administering the school in all of the aspects of its day to day operations, working with the Inspire Charter Schools Board of Directors, the District, students, parents/guardians, and community members and the other governing bodies specified by local and state law.

The administrative duties of the Regional Director shall include, but will not be limited to, the following:

- Provide instructional leadership to the Charter School.
- Attend meetings at the District as requested by the District and liaise with the District, including assisting the District in its oversight duties.
- Supervise all employees of the Charter School.
- Provide performance evaluations of all Charter School employees at least once annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Provide assistance and coordination in the implementation of curriculum.
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities.

The above duties may be delegated or contracted as approved by the Board to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law.

Organizational Chart



Parent & Teacher Participation in Governance

As identified in Element 1's list of annual goals and annual actions, Inspire Charter School will use several strategies to consult on a regular basis with their parents/guardians, and teachers regarding the school's educational program.

- ICS will provide parents/guardians with surveys twice a year.
- Parents/guardians may address the Board through public comment or by communicating directly with board members.
- One Board of Director position will be reserved for a parent or community member.
- Parents/guardians can communicate with the Regional Director at any time.

ICS will strive to meet the needs of the students and families so that we are offering a valuable school of choice. To inform planning, we assess the needs of the students and community members on an ongoing basis through parent surveys, Parent Teacher Organization (PTO) meetings, parent workshops, board meetings, and recruiting events. The parent satisfaction surveys will be provided electronically to all parents/guardians. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the ICS from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

Furthermore, the Charter School will ensure parents/guardians, and teachers have an opportunity to participate in governance of the Charter School through involvement in the Charter School Advisory Council. The School Advisory Board's meeting agendas will contain agenda items designed to solicit parent input with respect to school decisions. The chair of the SAB will be a parent, who will present a report to the school's governing board as a regular agenda item of governing board meetings. The Charter School Advisory Council shall be composed of three parents/guardians, self-nominated and elected amongst the parent body, three teachers, self-nominated and elected amongst the teachers, and a student representative, self-nominated and elected amongst the students. The Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation. The school's educational programs, will be reviewed by the parents/ guardians, and teachers on a regular basis through the consultation of the Charter School Advisory Council in fulfillment of California Education Code Section 47605(c)(2). The Director of the Charter School Advisory Council shall attend all Advisory Council meetings and shall report Advisory Council recommendations to the Board of Directors. The Director of the Charter School Advisory Council will be elected by the members of the Charter School Advisory Council once all seven council openings are filled on an annual basis.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

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

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with the Charter School.

The Charter School's key staff members (Regional Director and Teachers) will meet the following qualifications:

Regional Director

The Regional Director will be the school's instructional leader and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

Required knowledge, skills, and abilities:

- Understanding of independent study program implementation
- Understanding of teacher evaluation in an online school
- Excellent communication skills
- A record of success in developing teachers
- Entrepreneurial passion
- Knowledge of school management

Required educational level:

- Master's Degree required

Required experience:

- 5 plus years teaching/leadership experience
- Experience in performance assessment

Highly Qualified and Supported Teachers

The faculty will consist of highly qualified credentialed teachers in core, college preparatory subjects. All teachers will meet the requirements of Education Code Section 47605(l) and applicable portions of the Elementary and Secondary Education Act. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. BTSA training will be provided to teachers that need it to complete their Professional Clear Credential.

Required knowledge, skills, and abilities:

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online environment
- Possession of appropriate credential(s) required for the position
- Detail oriented
- Evidences the capacity to work with students to develop and implement required master student agreements.
- Technologically knowledgeable

Required educational level / credentialing:

Charter School teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(1). Teachers shall hold a multiple subject or single subject credential, depending on the grade level of the students they are teaching. Core academic subjects shall be English, Science, Mathematics, and History/Social Science.

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case the Charter School reserves the right to modify its student to teacher ratio accordingly. The Charter School will maintain auditable files of teacher credentials in compliance with applicable law.

Teacher Recruitment

The Charter School will develop a comprehensive teacher recruitment policy to attract highly qualified, credentialed teachers. The Charter School recruitment strategies for employing highly qualified teachers include using established teacher credentialing services, such as EdJoin, Monster.com, and college employment fairs, among other generally acceptable strategies. Find attached as Appendix F, the Charter School Teacher Approval Signature Page showing that the charter school already has highly qualified candidates who are meaningfully interested in teaching at the school.

Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive training program during the summer to train teachers on the technology that is required for implementing the online program, independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.

- Regular staff meetings.
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

ELEMENT SIX: HEALTH AND SAFETY POLICIES

Health and Safety

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

In order to provide safety for all students and staff, the Charter School will implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

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

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

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

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

Blood borne Pathogens

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

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

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety/Orderly Environment

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Additionally, the school will create a safe and orderly environment for students, by having sharing with students and their parents/guardians clear expectations of safe and respectful behavior.

Comprehensive Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

Technology Safety Policies

The Charter School will develop technology safety policies which address: privacy on student computers; liability for service interruptions and information; internet usage guidelines; accuracy of information; enforcement of the instructional technology policy and guidelines.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

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

The Charter School will implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to seek to achieve a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District.

The Charter School intends to conduct its student recruitment efforts throughout San Diego and adjacent counties.

ELEMENT EIGHT: ADMISSIONS REQUIREMENTS

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

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School's application process is comprised of the following:

1. Parent attendance at a Charter School orientation meeting is encouraged
2. Completion of a student application form

Registration packets for students who are admitted will also gather the following:

1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students as follows: All students currently enrolled in the Charter School and siblings of enrolled students shall be exempt from the lottery. Preferences will be extended to residents of the District, when names are placed into a random drawing; the names of District residents will be placed in the drawing twice, where as non-district residents' names will be placed in the drawing only once.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait-list according to their draw in the lottery. This wait-list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

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

The Charter School will conduct the lottery in the Spring for enrollment in Fall of that year.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

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

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

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

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

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

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

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other

wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

E. Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting

the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter

School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

ELEMENT ELEVEN: RETIREMENT SYSTEMS

***Governing Law:** 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 federal social security. -California Education Code Section 47605 (b)(5)(K)*

The Charter School will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Credentialed Charter School employees shall participate in the California State Teachers' Retirement System (STRS). Non-credentialed employees shall participate in federal Social Security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

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

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

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

ELEMENT FOURTEEN: DISPUTE RESOLUTION

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

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) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The members of the Board of Directors and the staff of Inspire Charter School and the District agree to resolve all disputes regarding the charter school including disputes related to provisions of the charter and including disputes between the charter school and the Board of Trustees of the District 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, with the exception of public board meetings as needed to conform with the Brown Act.

Disputes arising from within the school, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, and partner organizations and Board of Directors of the school, shall be resolved by Inspire Charter School and the Board of Directors pursuant to policies and procedures developed Inspire Charter School Board of Directors.

The District shall not intervene in any such internal disputes without the consent of the Board of Directors of Inspire Charter School and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Executive Director of the charter school for resolution pursuant to the charter 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 Board of Directors of Inspire Charter School has requested the District to intervene in the dispute.

Disputes between the Charter School and the District

In the event that the Charter School and the District have disputes regarding the terms of this charter or any other issue regarding the Charter School, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues identified as possible grounds for revocation of the charter petition as outlined in EC 47607(c) unless the District chooses to have this process apply.

In the event of a dispute between the school and the District, the staff and Board of

Directors members of the school and District agree to first frame the issue in written format and refer the issue to the District Superintendent, or his/her designee, and the charter school Executive Director. In the event that the District Superintendent 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 Inspire Charter School's Executive Director and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of Inspire Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall jointly identify a neutral, third party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

The Superintendent and Executive Director shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. The charter school and the school District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator.

ELEMENT FIFTEEN: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.-California Education Code Section 47605 (b)(5)(0)

The Charter School shall be deemed the exclusive public school employer of the Charter School employees for purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA.

ELEMENT SIXTEEN: CLOSURE PROCEDURES

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

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

The Board of Directors will promptly notify parents/guardians and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School'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.

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

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

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

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

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

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

The Charter School will utilize the school's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Budgets

Budgets and Cash Flow

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

Attached as Appendix G, please find the following documents:

1. Five Year Budget
2. Three Year Cash Flow
3. Budget/Revenue Assumptions

Financial Reporting

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

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

The school's contracted business back office services provider shall provide a monthly report of the Charter School's current and projected financial viability to the Inspire Charter Schools Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

Insurance

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

The District shall not be required to provide coverage to Inspire Charter School under any of the District's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect Inspire Charter School from claims that may arise from its operations. The Charter School shall maintain the following insurance policies:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Inspire Charter School from claims under Workers' Compensation Acts, which may arise from its operations.
- General Liability, including Fire Legal Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the District as additional insured's. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by Inspire Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

INSURANCE CERTIFICATES

Inspire Charter School shall maintain on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed

except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

Administrative Services

Governing Law: the manner in which administrative services of the School are to be provided (Education Code Section 47605(g)).

The Executive Director and Director of Academic Services will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The Charter School will contract with an appropriate third-party for all "back-office" administrative services, including but not limited to financial management, personnel, and instructional program development. Initially, the Charter School intends to utilize Charter Impact, Inc. to provide financial management, accounting, and payroll services. Its experience is described in the section on consultants, above. Charter Impact, Inc. shall assist the Charter School Board by providing budget development, implementation of the adopted budget, and monitoring expenses to ensure that the Charter School Board remains informed about the continuing fiscal solvency of the Charter School.

Facilities

Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school within the District attendance boundaries. (Education Code Section 47605(g))

The Charter School will locate an administrative office/meeting space within the District attendance boundaries for charter oversight, teacher/staff meetings, and trainings.

CIVIL LIABILITY IMPACT

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

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

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

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

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

CONCLUSION

By approving this charter, the Dehesa School District will be fulfilling the intent of the Charter Schools Act of 1992 to:

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

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Inspire Charter School shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2015 through June 30, 2020.

The standards and criteria in Education Code Sections 47605 and 47607 shall govern renewal of the charter as applicable.

Appendix A

INSPIRE CHARTER SCHOOL - SOUTH INDEPENDENT STUDY POLICY

The Charter School may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels offered by the School, The maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Director of Academic Services or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.
 - The specific resources, including materials and personnel, which will be made available to the pupil.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No

independent study agreement shall be valid for any period longer than one Semester, or one half year for a school on a year-round calendar.

- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for ADA purposes:
 - a. Students will initial "Monthly Independent Study Log" on school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
 5. The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.
 6. The Directors shall establish regulations to implement these policies in accordance with the law.

Appendix B

**ARTICLES OF INCORPORATION
OF
INSPIRE CHARTER SCHOOLS**

FILED *J/cm*
**Secretary of State
State of California
AUG 12 2013**

I.

The name of the corporation shall be **Inspire Charter Schools**.

II.

1 CC

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this corporation is organized are to manage, operate, guide, direct and promote one or more California public 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:

Herbert Nichols
23638 Lyons Avenue #110
Newhall, CA 91321

IV.

This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3), Internal Revenue Code.

No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not

participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of 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 property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.

VI.

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

23638 Lyons Avenue #110
Newhall, CA 91321

Date: 8-12-13


Herbert Nichols, Incorporator



I hereby certify that the foregoing
transcript of 4 page(s)
is a true and correct copy of the
original record in the custody of the
California Secretary of State's office.

AUG 13 2013

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Date

Debra Bowen

DEBRA BOWEN Secretary of State

Appendix C

**BYLAWS
OF
INSPIRE CHARTER SCHOOLS
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this corporation is Inspire Charter Schools.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is 1740 Huntington Drive #205, Duarte, 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 within Southern California.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this 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.** This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Corporation’s charters. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This 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 these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, the Executive Director (Chief Executive Officer); prescribe powers and duties for him/her as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service. The Executive Director is delegated the power to appoint and remove the remaining staff of Inspire Charter Schools with or without consultation with the Board of Directors as necessary in his/her discretion.
- 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. The board may affirm loan agreements entered into by the corporation's Executive Director and Director of School Support.
- 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 five (5), unless changed by amendments to these bylaws and to the Corporation's charters. If the board membership falls below five (5), the board must remedy the situation within fifteen (15) days. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

The Board shall be composed of current/retired educators, parents with students in ICS schools, and community members. .

The initial Board members shall serve staggered terms of service of either two (2) or three (3) years, to be determined by Board resolution at the organizational meeting of the Board. The initial Board of Directors shall be as follows:

NAME

Darryl Collins
Diane Johnson
Jo Della Penna
Linda Rahardjo
Henry Torres

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No interested persons may serve on the Board of Directors. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; 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. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Except for the initial directors who shall serve staggered terms of service, each director shall hold office for three (3) years and until a successor

director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors may appoint a committee to designate qualified candidates for election to the Board at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, 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 may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a regular or special meeting held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board or, if the number of directors then in office is less than the authorized number of directors, by (a) unanimous vote, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board may also designate that a meeting be held at any

place within Southern California as designated in the notice of the meeting. All meetings of the Board 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 and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board 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 in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board shall be held at such times and places as may from time to time be fixed by the Board. At least (seventy-two) 72 hours before a regular meeting, the Board, or its designee shall post an agenda in accordance with the Brown Act 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 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 Vice-Chairman 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 may be held only after at least 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:

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.

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 (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone, 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 will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board 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 shall participate in the teleconference meeting from locations within the boundaries of Los Angeles and San Diego Counties;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board 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 participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- 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 directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board 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 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 all or a majority of all Board members;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;

- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board 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 shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board 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 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 may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board 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 this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board 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 this corporation shall be a Chairman, a Vice-Chairman, a Secretary, and a Treasurer.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be

chosen annually by the Board 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 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. The Chairman shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 8. VICE-CHAIRMAN. In the absence of the Chairman, the Vice-Chairman shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

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 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; and the names of the directors present at Board and committee meetings.

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 that these bylaws require to be given. The Secretary shall have such other powers and perform such other duties as the Board or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer 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 Treasurer 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 may designate; (b) disburse the Corporation's funds as the Board may order; (c) render to the Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer 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 bylaws require.

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 this Corporation's directors are directors 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 has a material financial interest, unless all of the requirements in the Political Reform Act-compliant Inspire Charter Schools Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This 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, this 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 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 shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This 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.** This 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. 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. 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.

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.** This 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 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.

ARTICLE XVII

BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter(s) held and operated by Inspire Charter Schools, or make any provisions of these Bylaws inconsistent with the charter(s), the Corporation's Articles of Incorporation, or any applicable laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Inspire Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this Corporation as adopted by the Board of Directors on March 21, 2015; and that these bylaws have not been amended or modified since that date.

Executed on March 21, 2015 at DUARTE, California.



LINDA RAHARDJO, Secretary

INSPIRE CHARTER SCHOOLS CONFLICT-OF-INTEREST CODE

The California Political Reform Act (Govt. Code § 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 CCR § 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations § 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Exhibits A and B designating positions and establishing disclosure categories shall constitute the conflict of interest code of Inspire Charter Schools, a California nonprofit corporation operating public charter schools.

Individuals holding designated positions shall file their Statements of Economic Interests ("Form 700") with Inspire Charter Schools. Upon receipt of the Forms 700 for all designated positions (see Exhibit A), Inspire Charter Schools shall make and retain copies and forward the originals to the Los Angeles County Board of Supervisors. Copies of all Forms 700 retained by Inspire Charter Schools will be available for public inspection and reproduction. (Govt. Code § 81008.)

EXHIBIT A
DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2, 3
Executive Director	1, 2, 3
Director of Academic Services	1, 2, 3

EXHIBIT B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of any county in which Inspire Charter Schools operates.
- b. Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by the Inspire Charter Schools, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

Category 3

Designated positions assigned to this category must report:

Investments in, income (including gifts, loans, and travel payments), from sources which are engaged in the performance of work or services of the type to be utilized by Inspire Charter Schools, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

Appendix D

Inspire Charter Academy

2015-2016 School Calendar

July 2015						
Su	M	Tu	W	Th	F	S
			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	

August 2015						
Su	M	Tu	W	Th	F	S
						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					

September 2015						
Su	M	Tu	W	Th	F	S
		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			

October 2015						
Su	M	Tu	W	Th	F	S
				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

November 2015						
Su	M	Tu	W	Th	F	S
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					

December 2015						
Su	M	Tu	W	Th	F	S
		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		

January 2016						
Su	M	Tu	W	Th	F	S
					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						

February 2016						
Su	M	Tu	W	Th	F	S
	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					

March 2016						
Su	M	Tu	W	Th	F	S
		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		

April 2016						
Su	M	Tu	W	Th	F	S
					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

May 2016						
Su	M	Tu	W	Th	F	S
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				

June 2016						
Su	M	Tu	W	Th	F	S
			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		

 School Closed/Holidays

Appendix E

Course Descriptions

Middle School - K12 Curriculum

6th Grade Courses

6th Grade Language Arts/English

This course is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers. The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. This course sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards

6th Grade Math

This research-based course focuses on computational fluency, conceptual understanding, and problem solving and expands more deeply into concepts of geometry, algebra, and statistics. The course also features new graphics and learning tools. Students solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative numbers and work with problems addressing net gains and losses. Students solve problems involving ratios, proportions, and percents with an emphasis on both unit rates and constant rates, as well as problems involving direct variation. They learn multiple representations for communicating information, such as graphs on the coordinate plane, measures of center with statistical data, and a variety of data displays. This course also includes standards-based tasks, digital literacy skills, and multiple question types for assessments.

6th Grade Science/Earth Science

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world. Students will explore topics such as:

- Fundamentals of geology, oceanography, meteorology, and astronomy
- Earth's minerals and rocks
- Earth's interior
- Plate tectonics, earthquakes, volcanoes, and the movements of continents
- Geology and the fossil record

- Oceans and the atmosphere
- The solar system

Advanced Earth Science

The Earth Science curriculum presents the fundamentals of geology, oceanography, meteorology, and astronomy. Students explore amazing landforms around the globe, the nature of the sea and air, the wonders of geological history, and recent discoveries about our universe. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Mapping and maps of the earth
- Minerals
- Rocks
- The interior of the earth
- Plate tectonics and continental drift
- Forces that shape the surface of the earth
- Fossils and their importance
- Oceans
- Weather and climate
- Resources, renewable and nonrenewable

6th Grade History

This course surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of this course. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

7th Grade Courses

7th Grade Language Arts/English

This course continues the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (formal) English. Students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers. The Grammar, Usage, and Mechanics program addresses many grammatical topics. This course sharpens reading comprehension skills, engages students in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards.

Math

The course begins by developing an understanding of operations with rational numbers, which is applied to working with algebraic expressions and linear equations. This course also helps students develop understanding of proportional relationships and the use of these relationships to solve problems. Geometry topics focus on constructions of two-dimensional figures; properties of circles; scale factors; and problems involving area, surface area, and volume. Finally, students use the tools of probability and statistics to solve basic probability problems and to make inferences based on population samples. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra.

7th Grade Science/Life Science

The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

Students will study a variety of topics in biology, including:

- The chemical building blocks of life
- Fundamentals of ecology and life's environments
- The biology of organisms from bacteria to mammals
- The life processes of plants
- The variety of cell structure and how cells perform the tasks necessary for life
- Fundamentals of genetics

7th Grade Advanced Life Science

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Life on earth (including chemistry of life)
- Ecology
- History of life on earth
- Prokaryotes and other microorganisms
- Survey of the groups of animals
- Systems of organisms
- Plants: structure and function
- Cell structure and function
- Cellular respiration and other processes in the cell
- Cell division
- Genetics and gene expression

7th Grade History

Continuing a survey of World History from prehistoric to modern times, online lessons and assessments complement the second volume of *The Human Odyssey*, this is a textbook series created by K12. This course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology.

The course introduces geography concepts and skills as they appear in the context of the historical narrative. Major topics of study include:

- The cultural rebirth of Europe in the Renaissance
- The Reformation and Counter-Reformation
- The rise of Islamic empires
- Changing civilizations in China, Japan, and Russia
- The Age of Exploration, and the civilizations that had been flourishing in the Americas for hundreds of years prior to encounters with Europeans
- The changes that came with the Scientific Revolution and the Enlightenment
- Democratic revolutions of the eighteenth and nineteenth centuries
- The Industrial Revolution and its consequences
- Nineteenth century nationalism and imperialism
- The remarkable transformations in communications and society at the turn of the twentieth century

8th Grade Courses

8th Grade Language Arts/English

Throughout this course, students engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The course is organized in four programs: Literature; Composition; Grammar, Usage, and Mechanics; and Vocabulary. In Composition, students continue to sharpen their skills by writing essays in various genres. In Literature, students read “what’s between the lines” to interpret literature, and they go beyond the book to discover how the culture in which a work of literature was created contributes to the themes and ideas it conveys. Students also read and study a variety of nonfiction works. This course addresses current thinking in assessment standards.

8th Grade Math

The course begins with properties of numbers, including exponents, as well as measurement and precision with scientific notation. After using transformations to solve linear equations with one variable, the course presents linear equations and systems with two variables. The course emphasizes modeling with linear relationships, including the use of linear functions to model relationships between bivariate statistical data. Geometry topics include distances, angles, similarity, and congruence with two-dimensional figures and volumes of three-dimensional figures. Finally, students use irrational numbers and the Pythagorean Theorem to solve mathematical and real-world problems. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra. After completing this course, students will be ready to take Algebra I in high school.

8th Grade Science/Physical Science

The Physical Science course presents the fundamentals of physics and chemistry. Students explore the amazing universe we live in, including motion, energy, the nature of matter and atoms, how chemicals mix and react, and the forces that hold the universe together.

Among other subjects, students study:

- Structure of atoms
- Elements and the Periodic Table
- Chemical reactions
- Forces, including gravitational, motion, acceleration, and mass
- Energy, including light, thermal, electricity, and magnetism

8th Grade Advanced Physical Science

Advanced Physical Science is a rigorous middle school course, conceived for the enthusiastic science student who is ready for an extra challenge. Students learn about the physical world and tackle topics such as matter, energy, atoms, motion, thermodynamics and other aspects of chemistry and physics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will study:

- Problem solving in chemistry and physics
- Matter and its properties
- Chemistry, from atoms to chemical reactions
- Motion, including harmonics and projectiles
- Forces and Newton's Laws of Motion
- Types of energy
- Laws of thermodynamics
- Light and sound
- Electricity and magnetism

8th Grade History

The second half of a detailed two-year survey of the history of the United States, this course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

Apex High School Curriculum

Language Arts/English

English 9 Common Core

Length: Two Semesters

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support

their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

Honors English 1

Length: Two Semesters

Introduction to Literature and Composition covers literature study, reading, writing, and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English 10 Common Core

Length: Two Semesters

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings

with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

Honors English II

Length: Two Semesters

Critical Reading and Effective Writing offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar review and vocabulary development are included in every unit. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English III – American Literature

Length: Two Semesters

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary,

historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Honors English III

Length: Two Semesters

American Literature is a general studies program in literature and composition, organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. American Literature expands upon and deepens understanding of literary and communication skills covered in Critical Reading and Effective Writing, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills in online discussions.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They are encouraged to respond critically and personally to these works and to use them as a context for thinking about the unique and universal aspects of culture. They learn and practice skills for workplace communication in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research

reports. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English IV- British and World Literature

Length: Two Semesters

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Honors English IV

Length: Two Semesters

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and

encouragement they need in order to do so. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

AP English Language and Composition 11th grade

Length: Two Semesters

In AP* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

AP English Literature and Composition 12th grade

Length: Two Semesters

AP* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

English Electives

Reading Skills and Strategies

Length: One Semester

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the

vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Writing Skills and Strategies

Length: One Semester

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Creative Writing 11th and 12th grade

Length: One Semester

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan

Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

Media Literacy

Length: One Semester

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources.

A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting.

Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility. The course content is based on The National Association for Media Literacy Education's Core Principles of Media Literacy Education, as well as aggregate state standards and research into best pedagogical practices.

Math Courses

Algebra 1 Common Core

Length: Two Semesters

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Algebra 1

Length: Two Semesters

Algebra I is a comprehensive course that provides an in-depth exploration of key algebraic concepts. Through a "Discovery-Confirmation-Practice"-based exploration of these concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Within each Algebra I lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra I lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts.

To assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Geometry Common Core

Length: Two Semesters

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Mathematics I Common Core

Length: Two Semesters

Mathematics I builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; and connecting algebra and geometry through coordinates.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students

with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Geometry

Length: Two Semesters

Geometry is a comprehensive course that provides an in-depth exploration of geometric concepts. Through a "Discovery-Confirmation-Practice"-based exploration of these concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Within each Geometry lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to formal assessment. Additionally, many Geometry lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts.

To assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Mathematics II Common Core

Length: Two Semesters

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing

the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include extending the number system; quadratic functions and modeling; expressions and equations; applications of probability; similarity, right-triangle trigonometry, and proof; and circles with and without coordinates.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Mathematics III Common Core

Length: Two Semesters

Mathematics III incorporates advanced functions, trigonometry, and probability and statistics as students synthesize their prior knowledge and solve increasingly challenging problems. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include formulating inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the

course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Algebra II Common Core

Length: Two Semesters

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Honors Algebra II

Length: Two Semesters

Algebra II is a comprehensive course that builds on the concepts covered in Algebra I and prepares students for advanced-level courses. Through a "Discovery-Confirmation-Practice"-based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.

Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

Within each Algebra II lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra II lessons include interactive-tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Precalculus

Length: Two Semesters

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Pre-calculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Pre-calculus assessments include a computer-scored test and a scaffolded, teacher-scored test. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Honors Precalculus

Length: Two Semesters

Precalculus is a comprehensive course that weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions;

applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Precalculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes problem set before moving on to formal assessment. Additionally, connections are made throughout the Precalculus course to calculus, art, history, and a variety of other fields related to mathematics. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Probability and Statistics

Length: One Semester

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The basic connection between geometry and probability is also explored.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

AP Statistics

Length: Two Semesters

AP* Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results of a poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real-world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Calculus AB

Length: Two Semesters

In AP* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Math Electives

Math of Personal Finance

Length: Two Semesters

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English. This course is aligned with state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of

Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Financial Literacy

Length: One Semester

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English. This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Liberal Arts Math

Length: Two Semesters

Liberal Arts Math addresses the need for an elective course that focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problem-solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics.

Within each Liberal Arts Math lesson, students are supplied with a scaffolded note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

Science Courses

Earth Science

Length: Two Semesters

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Honors Earth Science

Length: Two Semesters

Earth Science is a robust course that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Students are encouraged to look at Earth science from both personal and worldly perspectives and to analyze the societal implications of the topics covered. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Physical Science

Length: Two Semesters

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Honors Physical Science

Length: Two Semesters

Physical Science is a thorough course that provides students with an understanding of the nature and structure of matter, the characteristics of energy, and the societal implications of physical science concepts. Using the scientific method — observation, data collection, analysis, hypothesis, and conclusion — students are encouraged to extend their knowledge through the development of scientific explanations, hypotheses, and conclusions.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Biology

Length: Two Semesters

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics,

ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

Honors Biology

Length: Two Semesters

Biology is an in-depth course that furthers mastery of scientific skills, fosters a deep understanding of key concepts, and promotes the application of the scientific method to biological topics.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Biology students are frequently asked to respond to scientific problems and issues via written assignments. Moreover, Exploration activities challenge Honors students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Honors Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Physics

Length: Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Honors Physics

Length: Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities to apply learned concepts and practice their writing skills.

Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Science Electives

Psychology

Length One Semester

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

AP Psychology

Length: One Semester

AP* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation.

AP Biology

Length: Two Semesters

AP* Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and how organisms utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary sources, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course. Students perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Chemistry

Length: Two Semesters

AP* Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-base equilibria. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Chemistry course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college chemistry course. Students perform hands-on labs that give them insight into the nature of science and help them understand chemical concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material, and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Social Studies Courses

Geography and World Cultures

Length: One Semester

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

Honors Geography and World Cultures

Length: One Semester

Geography and World Cultures is a robust, one-semester course that explores how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

At the intersection of culture and geography, students learn about art, science, individuals and communities, and history and current events. Students discover how a mountain in the distance can inspire a Sufi poet, how a river blocking a passage occupies a civil engineer and a ship builder alike, and how the sound of a busy Cairo street inspires a musician. Human history is all about cultures meeting — how they influence and inspire each other; what sets one apart from the next; and how they battle each other for land, natural resources, religious dominance, and more.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches analytic writing, and introduces students to the close examination of primary documents. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

World History Since the Renaissance

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors World History Since the Renaissance

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past

A significant focus of this course is student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use the Internet to gather information for creative writing assignments. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US History Since the Civil War

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US History Since the Civil War

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The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US and Global Economics

Length: One Semester

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US and Global Economics

Length: One Semester

U.S. and Global Economics is a wide-ranging course that provides an introduction to key economic principles. Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. They have ample opportunity to develop their points of view and apply what they learn to the promotion of civic action. Topics include an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read extensive selections from crucial primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US Government and Politics

Length: One Semester

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US Government and Politics

Length: One Semester

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

AP US History

Length: Two Semesters

In AP* U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP US Government and Politics

Length: One Semester

AP* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history. This course has been

authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Macroeconomics

Length: One Semester

AP* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Microeconomics

Length: One Semester

AP* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Social Studies Electives

Sociology

Length: One Semester

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics. The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

Multicultural Studies

Length: One Semester

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

The content and skill focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

World Languages

Spanish 1

Length: Two Semesters

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people,

as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors Spanish 1

Length: Two Semesters

Spanish I covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language. Spanish I students learn to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as ecology, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students explore words used in different Spanish-speaking regions, and they learn about the cultures of Spanish-speaking countries and regions within and outside Europe. Web explorations give students further insight into the culture and people of the Spanish-speaking world, including the United States. Spanish I is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

Length: Two Semesters

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors Spanish II

Length: Two Semesters

Spanish II covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language.

Leveraging Spanish I concepts, Spanish II students learn to communicate more confidently about themselves and their hopes and fears, as well as about topics beyond their own lives — both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in cooking, geography, and architecture. Instruction in language structure and grammar includes verb forms, tenses, moods and uses, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. Students also are encouraged to consult materials outside the course, such as Web links, community resources, or other media, to better understand Spanish-speaking culture and people. Spanish II is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish III

Length: Two Semesters

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the

correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

AP Spanish Language

Length: Two Semesters

AP* Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board

French I

Length: Two Semesters

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors French I

Length: Two Semesters

Balanced between the thematic and communicative approaches to learning language, French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French II

Length: Two Semesters

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Honors French II

Length: Two Semesters

Building on French I concepts, French II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives — both in formal and informal address. Balanced between the thematic and communicative approaches to learning language, each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes verb conjugations and uses in the present tense, past tense, and imperative and conditional moods, as well as direct and indirect objects and personal, possessive, and relative pronouns. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary

issues. To further connect to French culture and people, students are encouraged to view supplementary materials on the Web or to consult community resources or other media. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

German I

Length: Two Semesters

Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German II

Length: Two Semesters

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is

conducted almost entirely in German. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin I

Length: Two Semesters

Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin II

Length: Two Semesters

Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. The emphasis is on reading Latin through engaging with myths from the ancient world which are presented in Latin. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time

periods. Students should expect to be actively engaged in their own language learning, understand and use common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Mandarin Chinese I

Length: Two Semesters

Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Mandarin Chinese II

Length: Two Semesters

Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading

comprehension. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Electives

Life Skills

College and Career Prep I

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

College and Career Prep II

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I. College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond. The course is based on the American School Counselors Association National Standards for school counseling programs.

Fine Arts

Art Appreciation

Length: One Semester

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art. Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

Music Appreciation

Length: Two Semesters

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

PE/Health/Psychology

Physical Education

Length: One Semester

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

Skills for Health

Length: One Semester

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional

health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Appendix F

We the undersigned believe that the attached charter for the creation of Inspire Charter Academy (the "Charter School") merits consideration and hereby petition the governing board of the Dehesa School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioners:

Diane Beran _____ Diane Beran _____ 2-16-15
 Name Signature Date
 Herbert Nichols _____ Herbert Nichols _____ 2-16-15
 Name Signature Date

The petitioners recognize Diane Beran and Herbert Nichols as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Dehesa School District governing board

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Arlene De Anda	<u>Arlene De Anda</u>	<u>2-16-15</u>	<u>Multiple</u>	<u>909-856-8914</u>
Zana Holsky	<u>Zana Holsky</u>	<u>2-16-15</u>	<u>Multiple</u>	<u>909-961-0366</u>
Sara Newcomb	<u>Sara Newcomb</u>	<u>2-16-15</u>	<u>Multiple</u>	<u>626-215-3523</u>
Tammy Harvey	<u>Tammy Harvey</u>	<u>2-16-15</u>	<u>Multiple</u>	<u>626-555-2085</u>
Krista Radsick	<u>Krista Radsick</u>	<u>2-16-15</u>	<u>Multiple</u>	<u>626-531-6465</u>
Nicole Kohlenberger	<u>Nicole Kohlenberger</u>	<u>2-16-15</u>	<u>Multiple</u>	<u>714-926-2507</u>
Brenda Katsandris	<u>Brenda Katsandris</u>	<u>2-16-15</u>	<u>Multiple</u>	<u>949-222-2369</u>
Jenni Fozio	<u>Jenni Fozio</u>	<u>2/16/15</u>	<u>Multiple</u>	<u>415-342-3494</u>
Mary Camacho	<u>Mary Camacho</u>	<u>2/16/15</u>	<u>Single - math</u>	<u>661-947-3332</u>
Cleric James	<u>Cleric James</u>	<u>2-16-15</u>	<u>Single - History</u>	<u>502-219-5280</u>

Appendix G

Inspire Charter School – South
Five-Year Charter School Financial Plan
Fiscal Years 2015-16 to 2019-20

Presented to the Dehesa School District
March 20, 2015

Overview and Table I

Inspire Charter School – South submits this financial plan to demonstrate that the proposed charter petition aligns with academically and fiscally sound operations. The plan includes a proposed five-year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operations. The plan demonstrates that this proposal is fiscally feasible and that the school's operations are sustainable in both the near and long-term. Specifically, the plan demonstrates that the anticipated revenues available to the school, including state, local and federal funds, are sufficient to support the school's core functions while maintaining positive cash flow and adequate reserves. The plan shows the school achieving a substantial and growing projected ending balance.

The tables in this financial plan provide a detailed overview of the basic assumptions underlying the plan, estimates of the school's revenues and expenditures, a five-year operating budget, and a cash flow projection.

Readers of this document should keep in mind that these financial projections represent a current iteration of an ongoing charter school design and implementation process. The format and specifics of this plan will continue to evolve as the charter approval, school design, and implementation processes unfold. As such, readers should be aware of the following caveats:

- The revenue projections are highly dependent on continuing changes to California's budget and system for funding schools.
- As with any financial plan, the figures and assumptions contained in this plan will necessarily evolve with the school design process, state and federal funding changes, economic and market conditions, and should not be interpreted as "final" school design parameters.

This plan presents a five-year projection beginning when the charter petition would be implemented, starting from July 2015, to show a pattern of long-term viability.

Table I: Five Year Operating Budget
Inspire Charter School - South

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-2016	2016-2017	2017-2018	2019-20	2020-21
Revenues					
State Revenues	\$ 1,072,032	\$ 1,697,818	\$ 2,284,741	\$ 2,916,136	\$ 3,572,185
Federal Revenues	10,080	39,420	52,560	65,700	78,840
Revolving Loan and Cash Flow	120,000	190,000	-	-	-
Total Revenue	\$ 1,202,112	\$ 1,927,238	\$ 2,337,301	\$ 2,981,836	\$ 3,651,025
Expenditures					
1000 - Certificated and Instructional Salaries	\$ 496,760	\$ 871,258	\$ 1,119,437	\$ 1,496,215	\$ 1,755,853
2000 - Non-Certificated Salaries	11,000	21,630	43,497	66,656	68,656
3000 - Retirement and Benefits	145,387	267,141	367,206	519,820	639,357
4000 - Books and Supplies	8,625	13,235	48,123	38,356	51,452
5000 - Utilities	1,750	12,100	13,900	15,700	17,500
5000 - Operating	69,650	145,788	222,752	276,982	398,609
5000 - Professional Service	136,284	199,671	242,834	302,025	362,078
5000 - Facilities	3,600	4,460	5,365	6,303	7,276
Startup and Expansion Expenses	148,201	64,909	116,668	93,411	144,346
Revolving Loan and cash flow repayment	120,000	190,000	-	-	-
Total Expenditures	\$ 1,141,257	\$ 1,790,192	\$ 2,179,782	\$ 2,815,469	\$ 3,445,128
Operating Surplus/Deficit (excludes loans and fundraising)	\$ 60,855	\$ 137,045	\$ 157,519	\$ 166,368	\$ 205,897
Surplus/Deficit	\$ 60,855	\$ 137,045	\$ 157,519	\$ 166,368	\$ 205,897
Carry-Forward from PY		60,855	197,900	355,419	521,787
Surplus/Deficit as a % of Total Revenues	5%	7%	7%	6%	6%
BUDGETED ENDING BALANCE	\$ 60,855	\$ 197,900	\$ 355,419	\$ 521,787	\$ 727,684
As a % of Total Revenues	5%	10%	15%	17%	20%
TOTAL EXPENDITURES PER STUDENT	\$ 7,608	\$ 7,956	\$ 7,266	\$ 7,508	\$ 7,656

Table II: Student Data Assumptions

Most state and federal school funding formulas are based on the number and types of students served by the school. Table II displays the student data assumptions used to assemble this financial plan.

The financial plan is based on an estimated student population of 150 students enrolled in Grades K-12 in 2015-16 growing to 450 students in grades K-12 in 2019-20. Enrollment for kindergarten incorporates transitional kindergarten enrollment.

The plan assumes an average daily attendance (ADA) rate of 90 percent.

The plan assumes an unduplicated pupil count based on a rate of 35 percent. It assumes that 30 percent of the school's students will be eligible for free or reduced-price meals pursuant to federal food services guidelines. Finally, the plan assumes that the school will serve a student population consisting of 5 percent English learners.

Table II: Student Data
Assumptions
Inspire Charter School - South

Year 1	Year 2	Year 3	Year 4	Year 5
2015-2016	2016-2017	2017-2018	2019-20	2020-21

Enrollment By Grade

Kindergarten	7	13	19	25	31
Grade 1	7	13	19	25	31
Grade 2	7	13	19	25	31
Grade 3	7	13	19	25	31
Grade 4	8	14	20	26	31
Grade 5	8	14	20	26	31
Grade 6	8	14	20	26	31
Grade 7	12	18	24	30	36
Grade 8	13	18	24	30	36
Grade 9	15	21	27	32	38
Grade 10	15	21	27	32	38
Grade 11	18	23	28	33	40
Grade 12	25	30	34	40	45
Other Enrollment					
Total Enrollment	150	225	300	375	450

Daily Attendance Rate

Overall ADA rate	90%	90%	90%	90%	90%
ADA Grades K-3	25	47	68	90	112
ADA Grades 4-6	22	38	54	70	84
ADA Grades 7-8	23	32	43	54	65
ADA Grades 9-12	66	86	104	123	145
Overall ADA for all grades	135	203	270	338	405

Free/Reduced Price Lunch

Free lunch	25%	25%	25%	25%	25%
Reduced lunch	5%	5%	5%	5%	5%
Number of Students	45	68	90	113	135

English Language Learners

Percentage of Students - ELL	5%	5%	5%	5%	5%
Number of Students	8	11	15	19	23

Unduplicated Pupil Count

Percentage of School Enrollment	35%	35%	35%	35%	35%
Percentage of District Enrollment	39%	39%	39%	39%	39%
Cap: Lower of Above Percentages	35%	35%	35%	35%	35%

Table III: Staffing and Personnel Assumptions

Table III illustrates the basic staffing and personnel-related assumptions in the financial plan. Since staff salaries and benefits constitute the largest expenditures in the budget, these assumptions are important. The major assumptions include the following:

- 25 (or fewer) students per teacher
- A 0.3 FTE school Executive Director, a 0.3 FTE Director of Academic Services, and a 1.0 FTE Regional Director, and starting in Year 2, a 1.0 FTE Regional Coordinator
- One special education coordinator, incrementally adding two additional resource specialist teachers by Year 3, and two Literacy Specialists and a Math Specialist starting in Year 3
- An 0.5 FTE Office Assistant in Year 1, increasing to 1.0 FTE in Years 2, increasing to 2.0 FTE in Year 3, and increasing to 3.0 in years 4-5.
- Health, welfare, and mandatory benefits are estimated at approximately 22-34 percent of salary levels to enable the school to provide a basic health insurance benefit averaging \$541/month per employee, participate in STRS or Social Security, and provide mandatory benefits and taxes

While modest, the school believes that in the current labor market these assumptions demonstrate that the school can offer a highly competitive compensation package, enabling it to attract and retain a highly qualified administrative, instructional, and support staff.

Table III: Staffing and Personnel Data

Assumptions

Inspire Charter School - South

Year 1	Year 2	Year 3	Year 4	Year 5
2015-2016	2016-2017	2017-2018	2019-20	2020-21

Staff Counts and Ratios

1000 - Certificated and Instructional

Student to Teacher Ratio	25.0	22.0	22.0	20.0	20.0
1100 - Teachers	6.0	10.2	13.6	18.8	22.5
1100 - SpEd RSP Teachers	1	1	1.5	1.5	1.5
1100 - Literacy and Math Specialists	0	1	1	2	2
1300 - Executive Director	0.3	0.3	0.3	0.3	0.3
1300 - Director of Academic Services	0.3	0.3	0.3	0.3	0.3
1300 - Regional Administrator	1	1	1	1	1
1300 - Regional Coordinator	0	1	1	1	1
Total Certificated FTEs	8.6	14.8	18.7	24.9	28.6
Number of Staff Development Days	2	2	2	2	2
2000 - Non-Certificated					
2300 - Office Manager	0	0	0	0	0
2300 - Office Assistants	0.5	1	2	3	3
Total Non-Certificated FTEs	0.5	1	2	3	3
Number of Staff Development Days	1	1	1	1	1

Salary Rate and Benefit Rate Assumptions

1100 - Teachers	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
Average Annual Teacher Days Absent	5	5	5	5	5
Supplemental Hourly Rate	40	41	42	43	45
Substitute Teacher Per Diem	130	130	130	130	130
Teacher Ratio, Supplemental Hourly	3,900	6,648	8,864	12,188	14,625
Teacher Attendance Rate, Development Days	95%	95%	95%	95%	95%
Teacher Per Diem	100	103	106	109	113
1100 - SpEd RSP Teachers	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
1100 - Literacy and Math Specialists	\$ -	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100
1300 - Executive Director	\$ 95,000	\$ 97,850	\$ 100,786	\$ 103,809	\$ 106,923
1300 - Director of Academic Services	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903
1300 - Regional Administrator	\$ 95,000	\$ 95,000	\$ 109,000	\$ 112,270	\$ 115,638
1300 - Regional Coordinator	\$ -	\$ 85,000	\$ 87,550	\$ 90,177	\$ 92,882
2300 - Office Manager	\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020
2300 - Office Assistants	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510
2900 - Reserve for Coaches, Extracurricular	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
3000 - Certificated Retirement, Mandatory Benefits, Health	29.1%	30.4%	32.2%	34.1%	35.9%
3000 - Non-Certificated Retirement, Mandatory Benefits, Health	24.5%	24.0%	24.0%	24.0%	24.0%
3000 - Substitute Teacher Taxes and Mandatory Benefits	11.5%	11.5%	11.5%	11.5%	11.5%

Tables IV and V: Revenue Assumptions

Tables IV and V illustrate the major assumptions that underlie the school's estimated revenues. These assumptions are based on figures supplied by the Charter Schools Development Center (whose projections have been, to date, consistently closest to actual), the Department of Finance, the California Department of Education, and other sources. COLA estimates are based on figures estimated by the Department of Finance and, where no COLA estimates are published, a conservative estimate is used. Some of the major assumptions include the following:

- State revenue projections begin with a three-step calculation to determine the school's anticipated Local Control Funding Formula (LCFF) transition funding. The first step estimates LCFF target funding for the numbers and types of students projected to be enrolled each year. The second step estimates the base funding level for each year. To estimate the LCFF transition funding the school is projected to receive each year, the third step identifies the gap between the target and the base, finds the percentage of that gap which is anticipated to be funded each year, and then adds the funded portion of the gap to the base funding level. LCFF cost of living adjustment (COLA) rates and gap closure rates are based off the Governor's budget projection from January 2015, with the gap closure set conservatively at half of the Governor's projected rate.
- The plan conservatively excludes funding from the federal Public Charter Schools Grant Program.
- The plan conservatively excludes a loan through the Charter School Revolving Loan Fund.
- The plan excludes uncommitted fundraising.

Table IV: Revenue Assumptions
Revenue and Economic Assumptions
Inspire Charter School - South

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5
		2015-2016	2016-2017	2017-2018	2019-20	2020-21
COLA, state	drives state revenues growth, below	1.58%	2.14%	2.14%	2.14%	2.14%
COLA, federal	drives federal revenues growth, below	0.0%	0.0%	0.0%	0.0%	0.0%
COLA, personnel costs	drives personnel costs increase	0.0%	3.0%	3.0%	3.0%	3.0%
GAP Funding Rate		16.10%	12.74%	12.74%	12.74%	12.74%

State Revenues

Grades K-3 Base Rate (2020-21 Target)	per ADA	7,172	7,326	7,483	7,643	7,806
Grades 4-6 Base Rate (2020-21 Target)	per ADA	7,279	7,435	7,594	7,757	7,923
Grades 7-8 Base Rate (2020-21 Target)	per ADA	7,496	7,657	7,821	7,988	8,159
Grades 9-12 Base Rate (2020-21 Target)	per ADA	8,686	8,871	9,061	9,255	9,453
Grades K-3 Grade Span Rate (2020-21 Target)	per ADA	746	762	778	795	812
Grades 9-12 Grade Span Rate (2020-21 Target)	per ADA	226	231	236	241	246
School's Supplemental Funding Rate (2020-21 Target)	per ADA average	576	582	592	603	615
School's Concentration Funding Rate (2020-21 Target)	per ADA average	-	-	-	-	-
Lottery	prior year ADA	154	154	154	154	154
Proposition 39 Facilities program	if applicable	no	no	no	no	no
Special Ed AB 602	per ADA	494.65	494.65	494.65	494.65	494.65
SB 740 Rent re-imbursement program	if >70% free/reduced priced lunch students	not eligible	not eligible	not eligible	not eligible	not eligible

Federal Revenues

Title 1 - Compensatory Education	per Free/Reduced price lunch enrollment	200	200	200	200	200
Title 2 - Staff Development		8	8	8	8	8
Special Ed IDEA	per ADA		120.00	120.00	120.00	120.00
Title 5 - Charter Start-Up Grant		-	-	-	-	-

Table V: LCFF Revenue Detail

*Revenue and Economic Assumptions
Inspire Charter School - South*

PART I - Local Control Funding Formula (LCFF)

	Year 1	Year 2	Year 3	Year 4	Year 5
LCFF Target Calculation	2015-2016	2016-2017	2017-2018	2019-20	2020-21
Grades K-3 Base	\$ 180,747	\$ 342,856	\$ 511,820	\$ 687,860	\$ 871,199
Grades 4-6 Base	\$ 157,234	\$ 281,049	\$ 410,090	\$ 544,526	\$ 663,136
Grades 7-8 Base	\$ 168,666	\$ 248,077	\$ 337,848	\$ 431,347	\$ 528,693
Grades 9-12 Base	\$ 570,642	\$ 758,509	\$ 945,999	\$ 1,141,167	\$ 1,369,778
Grades K-3 Grade Span	\$ 18,798	\$ 35,657	\$ 53,229	\$ 71,537	\$ 90,605
Grades 9-12 Grade Span	\$ 14,837	\$ 19,721	\$ 24,596	\$ 29,670	\$ 35,614
Supplemental Funding	\$ 77,765	\$ 118,011	\$ 159,851	\$ 203,427	\$ 249,132
Concentration Funding	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF TARGET	\$1,188,688	\$ 1,803,879	\$ 2,443,433	\$ 3,109,534	\$ 3,808,157

PART II - LCFF TRANSITION

Transition Base Funding Calculation

DOF 2013-14 "Compromise Proposal" Base * cy ADA	\$ 910,170	\$ 1,365,255	\$ 1,820,340	\$ 2,275,425	\$ 2,730,510
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA	\$ 59,897	\$ 142,626	\$ 240,449	\$ 361,497	\$ 506,049
TRANSITION BASE FUNDING	\$ 970,067	\$ 1,507,881	\$ 2,060,789	\$ 2,636,922	\$ 3,236,559

LCFF Transition Funding Calculation

LCFF TARGET	\$1,188,688	\$ 1,803,879	\$ 2,443,433	\$ 3,109,534	\$ 3,808,157
TRANSITION BASE FUNDING	\$ 970,067	\$ 1,507,881	\$ 2,060,789	\$ 2,636,922	\$ 3,236,559
Difference or GAP	\$ 218,621	\$ 295,997	\$ 382,644	\$ 472,612	\$ 571,598
Multiply difference by GAP Funding Rate	\$ 35,187	\$ 37,710	\$ 48,749	\$ 60,211	\$ 72,822
LCFF TRANSITION FUNDING	\$1,005,254	\$ 1,545,592	\$ 2,109,538	\$ 2,697,133	\$ 3,309,381
LCFF TRANSITION FUNDING PER ADA	\$ 7,446	\$ 7,633	\$ 7,813	\$ 7,992	\$ 8,171

Tables VI through IX

The data in these tables display the arithmetic results of the projection factors illustrated in the assumptions in Tables II through IV. Specifically, these tables illustrate the following:

- Table VI displays estimated total revenues, by source, over the five-year projection, including state, federal, lottery, and grant income.
- Table VII displays estimated expenditures on staffing and personnel, including salaries, benefits, and other costs.
- Tables VIII and IX display estimated expenditures for supplies, utilities, services/operating costs, and facilities. Notes on specific expenditure items:

The data in Tables VI through IX sum to the totals in Table I, which summarize and display the school's overall fiscal picture.

Table VI: Revenues
State, Federal and Fundraising
Inspire Charter School - South

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-2016	2016-2017	2017-2018	2019-20	2020-21
State Revenues					
General Purpose	\$ 1,005,254	\$ 1,545,592	\$ 2,109,538	\$ 2,697,133	\$ 3,309,381
Lottery		52,059	41,648	52,059	62,471
Child Nutrition - State	-	-	-	-	-
Special Ed AB 602	66,778	100,167	133,556	166,944	200,333
SB 740 Rent re-imbursement program	not eligible	not eligible	not eligible	not eligible	not eligible
Subtotal State Revenues	\$ 1,072,032	\$ 1,697,818	\$ 2,284,741	\$ 2,916,136	\$ 3,572,185
Federal Revenues					
Title 1 - Compensatory Education	\$ 9,000	\$ 13,500	\$ 18,000	\$ 22,500	\$ 27,000
Title 2 - Staff Development	1,080	1,620	2,160	2,700	3,240
Special Ed IDEA	-	24,300	32,400	40,500	48,600
Child Nutrition - Federal	-	-	-	-	-
Title 5 - Charter Start-Up Grant	-	-	-	-	-
Subtotal Federal Revenues	\$ 10,080	\$ 39,420	\$ 52,560	\$ 65,700	\$ 78,840
TOTAL REVENUES	\$ 1,082,112	\$ 1,737,238	\$ 2,337,301	\$ 2,981,836	\$ 3,651,025

Table VII: Personnel Expenditures
Personnel and Staffing
Inspire Charter School - South

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-2016	2016-2017	2017-2018	2019-20	2020-21
1100 - Teachers	\$ 300,000	\$ 526,705	\$ 723,341	\$ 1,024,432	\$ 1,266,197
1100 - Substitute Teachers	3,900	6,648	8,864	12,188	14,625
Teachers, Staff Development	1,140	2,001	2,749	3,893	4,812
1100 - SpEd RSP Teachers	50,000	51,500	79,568	81,955	84,413
1100 - Literacy and Math Specialists	-	55,000	56,650	116,699	120,200
1300 - Executive Director	28,500	29,355	30,236	31,143	32,077
1300 - Director of Academic Services	16,500	16,995	17,505	18,030	18,571
1300 - Regional Administrator	95,000	95,000	109,000	112,270	115,638
1300 - Regional Coordinator	-	85,000	87,550	90,177	92,882
Certificated Staff Development	1,720	3,054	3,975	5,431	6,438
Subtotal Certificated and Instructional Salaries	\$ 496,760	\$ 871,258	\$ 1,119,437	\$ 1,496,215	\$ 1,755,853

2000 - Non-Certificated Salaries

2300 - Office Manager	\$ -	\$ -	\$ -	\$ -	\$ -
2300 - Office Assistants	\$ 10,000	\$ 20,600	\$ 42,436	\$ 65,564	\$ 67,531
2900 - Reserve for Coaches, Extracurricular	\$ 1,000	\$ 1,030	\$ 1,061	\$ 1,093	\$ 1,126
Subtotal Non-Certificated Salaries	\$ 11,000	\$ 21,630	\$ 43,497	\$ 66,656	\$ 68,656

TOTAL ALL SALARIES	\$ 507,760	\$ 892,888	\$ 1,162,934	\$ 1,562,872	\$ 1,824,509
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3000 - Retirement and Benefits

Certificated Retirement & Benefits	\$ 142,482	\$ 261,423	\$ 355,990	\$ 502,674	\$ 621,466
Non-Certificated Retirement & Benefits	2,455	4,951	10,193	15,739	16,203
Substitute Teacher Benefits	450	767	1,023	1,406	1,688
Subtotal Retirement, Benefits and Taxes	\$ 145,387	\$ 267,141	\$ 367,206	\$ 519,820	\$ 639,357

TOTAL ALL SALARIES AND BENEFITS	\$ 653,147	\$ 1,160,029	\$ 1,530,139	\$ 2,082,692	\$ 2,463,866
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Table VIII: Expenditures

Assumptions

Inspire Charter School - South

		Year 1	Year 2	Year 3	Year 4	Year 5
		2015-2016	2016-2017	2017-2018	2019-20	2020-21
Notes						
4000 - Books and Supplies						
4100 - Replacement Textbooks	replacement per Yr1 student	\$ -	\$ -	\$ 100	\$ 100	\$ 100
4200 - Instructional Books Other Than Textbooks	per Enrolled Student	20	20	21	22	22
4300 - Instructional Materials and Supplies	per Enrolled Student	20	20	21	22	22
4400 - Noncapitalized equipment	per Enrolled Student	10	10	11	11	11
4500 - Other Supplies	per Enrolled Student	5	5	5	5	6
4500 - Postage and Shipping	per Enrolled Student	3	3	3	3	3
4500 - Meeting Support, Food	per Enrolled Student	1	1	1	1	1
4500 - Meeting Support, Printing	per Enrolled Student	1	1	1	1	1
5000 - Utilities						
5500 - Electricity	Included in lease	625	3,800	4,400	5,000	5,600
5500 - Gas / Propane	Included in lease	250	2,100	2,400	2,700	3,000
5500 - Water	Estimated annual	250	1,900	2,200	2,500	2,800
5500 - Telephone and Internet	Estimated annual	625	4,300	4,900	5,500	6,100
5000 - Operating						
5200 - Travel and Conferences	Estimated annual	1,500	1,535	1,576	1,625	1,678
5300 - Dues and Memberships	Estimated annual	1,050	1,575	2,100	2,625	3,150
5400 - Insurance	Estimated annual	7,500	9,750	12,000	14,250	16,500
5500 - Office Cleaning Service	Estimated annual	4,000	4,706	5,558	6,590	7,828
5600 - Copier and Office Equipment Lease	Estimated annual	2,000	2,750	3,500	4,250	5,000
5800 - Printing and Reproduction	Estimated annual	1,050	1,425	1,800	2,175	2,550
5800 - Staff Training and Development	per Teacher	100	200	300	300	300
5800 - Student Testing and Assessment	per Enrolled Student	15	15	16	16	17
5800 - Instructional Services	per Enrolled Student	300	500	600	600	750
5800 - Student Data Software	Estimated annual	2,200	2,800	3,400	4,000	4,600
5800 - Technology	Annual, for ongoing updates	2,500	3,250	4,000	4,750	5,500
5000 - Professional Service						
5100 - Advertising	Estimated annual	1,000	1,000	1,000	1,000	1,000
5100 - Legal	Estimated annual	1,000	1,000	1,000	1,000	1,000
5100 - Audit	Estimated annual	7,000	8,375	9,500	10,625	11,750
SPED encroachment / reserve	per Enrolled Student	350	350	350	350	350
Factoring Transaction Fees	% of Receivables Sold	8%	8%	8%	8%	8%
District Oversight Charge	% of General Purpose and Cat. Block	3.5%	3.5%	3.5%	3.5%	3.5%
5100 - Business services	% of all Revenue	\$30,000	\$41,250	\$52,500	\$63,750	\$75,000
5000 - Facilities						
5600 - Rent	Estimated annual	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251
5600 - Repairs and Equipment Replacement	Estimated annual	800	1,200	1,643	2,118	2,625
5800 - Security Services	Estimated annual	800	1,200	1,600	2,000	2,400

Table IX: Operating Expenditures
Supplies, Utilities, Operating, Service and Facilities
Inspire Charter School - South

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-2016	2016-2017	2017-2018	2019-20	2020-21
4000 - Books and Supplies					
4100 - Replacement Textbooks	\$ -	\$ -	\$ 30,000	\$ 15,000	\$ 22,500
4200 - Instructional Books Other Than Textbooks	3,000	4,604	6,304	8,124	10,070
4300 - Instructional Materials and Supplies	3,000	4,604	6,304	8,124	10,070
4400 - Noncapitalized equipment	1,500	2,302	3,152	4,062	5,035
4500 - Other Supplies	750	1,151	1,576	2,031	2,518
4500 - Postage and Shipping	375	575	788	1,015	1,259
Subtotal, Books and Supplies	\$ 8,625	\$ 13,235	\$ 48,123	\$ 38,356	\$ 51,452
5000 - Utilities					
5500 - Electricity	\$ 625	\$ 3,800	\$ 4,400	\$ 5,000	\$ 5,600
5500 - Gas / Propane	250	2,100	2,400	2,700	3,000
5500 - Water	250	1,900	2,200	2,500	2,800
5500 - Telephone and Internet	625	4,300	4,900	5,500	6,100
Subtotal, Utilities	\$ 1,750	\$ 12,100	\$ 13,900	\$ 15,700	\$ 17,500
5000 - Operating					
5200 - Travel and Conferences	\$ 1,500	\$ 1,535	\$ 1,576	\$ 1,625	\$ 1,678
5300 - Dues and Memberships	1,050	1,575	2,100	2,625	3,150
5400 - Insurance	7,500	9,750	12,000	14,250	16,500
5500 - Office Cleaning Service	4,000	4,706	5,558	6,590	7,828
5600 - Copier and Office Equipment Lease	2,000	2,750	3,500	4,250	5,000
5800 - Printing and Reproduction	1,050	1,425	1,800	2,175	2,550
5800 - Staff Training and Development	600	2,045	4,091	5,625	6,750
5800 - Student Testing and Assessment	2,250	3,453	4,728	6,093	7,553
5800 - Instructional Services	45,000	112,500	180,000	225,000	337,500
5800 - Student Data Software	2,200	2,800	3,400	4,000	4,600
5800 - Technology	2,500	3,250	4,000	4,750	5,500
Subtotal, Operating	\$ 69,650	\$ 145,788	\$ 222,752	\$ 276,982	\$ 398,609
5000 - Professional Service					
5100 - Advertising	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
5100 - Legal	1,000	1,000	1,000	1,000	1,000
5100 - Audit	7,000	8,375	9,500	10,625	11,750
SPED encroachment / reserve	52,500	78,750	105,000	131,250	157,500
Factoring Transaction Fees	9,600	15,200	-	-	-
District Oversight Charge	35,184	54,096	73,834	94,400	115,828
5100 - Business services	30,000	41,250	52,500	63,750	75,000
Subtotal, Services	\$ 136,284	\$ 199,671	\$ 242,834	\$ 302,025	\$ 362,078
5000 - Facilities					
5600 - Rent	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251
5600 - Repairs and Equipment Replacement	800	1,200	1,643	2,118	2,625
5800 - Security Services	800	1,200	1,600	2,000	2,400
Subtotal, Facilities	\$ 3,600	\$ 4,460	\$ 5,365	\$ 6,303	\$ 7,276
TOTAL OPERATING EXPENDITURES	\$ 219,909	\$ 375,254	\$ 532,974	\$ 639,366	\$ 836,916

Table X: Start-Up and Expansion Expenses

Table X displays some of the “one-time” start-up and expansion expenses anticipated by the school, primarily focused on purchasing the initial complement of texts, instructional materials, furnishings, equipment, and technology. Note that ongoing expenditures are identified in Tables IX and X. For example, the initial complement of “one-time” textbooks and other instructional materials are indicated below, whereas consumable materials and supplies to be replenished each year are identified in Tables IX and X.

Table X: Startup and Expansion Expenses

*Inspire Charter School - South
Summer before each school year*

	Notes	Summer Year 1	Summer Year 2	Summer Year 3	Summer Year 4	Summer Year 5
Organization Structure Expenditures						
Administrative stipends	Executive Director and Office Assistant - May 1 start	11,566	-	-	-	-
Curricular stipends - all teachers	Summer planning - Year 1: two weeks; all teachers; Years 2-5: one week, new teachers	16,135	6,159	5,418	8,411	6,846
Instructional consulting	Professional development for instructional staff	5,000	5,000	5,000	5,000	5,000
Noninstructional consulting	Financial, operational, governance	5,000	-	-	-	-
Facilities upgrades	Aesthetic and other modifications	5,000	-	-	-	-
Subtotal		42,701	11,159	10,418	13,411	11,846
Asset Purchases						
Furniture	\$50 per new enrollment	7,500	3,750	3,750	3,750	3,750
Technology	1:1 student computers at \$350, replaced every two years	52,500	26,250	78,750	52,500	105,000
Textbooks and core curriculum materials	\$250 per new enrollment	37,500	18,750	18,750	18,750	18,750
Classroom furnishings	Non-furniture items such as whiteboards, clocks, etc. @ \$1000/classroom	4,000	2,000	2,000	2,000	2,000
Office furnishings and supplies		2,000	2,000	2,000	2,000	2,000
Miscellaneous supplies		2,000	1,000	1,000	1,000	1,000
Subtotal		\$ 105,500	\$ 53,750	\$ 106,250	\$ 80,000	132,500
Total		\$ 148,201	\$ 64,909	\$ 116,668	\$ 93,411	144,346

Tables XI-XIII: Cash Flow

Though Table I illustrates that the school can be a viable, "going concern" from an annual budgetary perspective, it is also important to ensure that the school is able to meet its cash flow requirements. Tables XI-XIII illustrate that the school can maintain a positive cash flow position. Monthly cash flow amounts reflect when cash is received and spent, not when it is accrued.

The projection uses differentiated cash flow schedules as applicable to revenues generated by new ADA, ADA from new grade levels, and ADA from expanded grade levels.

The plan anticipates that the school will secure cash flow financing through a private organization specializing in charter school financing in the amount of \$120,000 prior to the start of the 2015-16 fiscal year and \$20,000 early in the 2016-17 school year, when funding for expanded enrollment will be delayed. The cost for these transactions is conservatively estimated at 8%, based on estimates reflecting the estimated transaction cost provided by leading providers of charter school financing. The approval letter is attached to this plan and indicates the amount of credit that could potentially be extended to the school initially.

Table XI: Cash Flow for Year 1
Monthly
Summary
2015-2016

	Annual Amount												Total		
	2015-2016	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May		Month 12 June	Accrual Months
REVENUES															
State Revenues	\$ 1,072,032	\$ -	\$ 22,317	\$ 217,959	\$ 70,971	\$ 114,076	\$ 137,749	\$ 71,916	\$ 94,233	\$ 109,412	\$ 68,196	\$ 68,196	\$ 67,252	\$ 1,072,032	
Federal Revenues	10,080	-	-	-	-	-	-	-	4,032	-	2,016	-	-	\$ 10,080	
Loans and Fundraising	120,000	120,000	-	-	-	-	-	-	-	-	-	-	-	\$ 120,000	
TOTAL REVENUES	\$ 1,202,112	\$ 120,000	\$ 22,317	\$ 217,959	\$ 70,971	\$ 114,076	\$ 137,749	\$ 71,916	\$ 98,265	\$ 109,412	\$ 70,212	\$ 68,196	\$ 67,252	\$ 1,202,112	94%
		10%	2%	18%	6%	3%	11%	6%	8%	9%	6%	6%	6%		
Prior Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
EXPENDITURES															
1000 - Certificated and Instructional Salaries	\$ 496,760	\$ 4,167	\$ 4,167	\$ 45,473	\$ 45,473	\$ 45,473	\$ 45,473	\$ 45,473	\$ 45,473	\$ 45,473	\$ 45,473	\$ 45,473	\$ 45,473	\$ 50,000	\$ 496,760
2000 - Non-Certificated Salaries	11,000	833	833	944	944	944	944	944	944	944	944	944	833	-	\$ 11,000
3000 - Retirement and Benefits	145,387	1,195	1,195	13,338	13,338	13,338	13,338	13,338	13,338	13,338	13,338	13,338	8,611	14,341	\$ 145,387
4000 - Books and Supplies	8,625	-	-	863	863	863	863	863	863	863	863	863	863	-	\$ 8,625
5000 - Utilities	1,750	-	-	175	175	175	175	175	175	175	175	175	175	-	\$ 1,750
5000 - Operating	69,650	-	-	6,965	6,965	6,965	6,965	6,965	6,965	6,965	6,965	6,965	6,965	-	\$ 69,650
5000 - Professional Service	136,284	-	-	12,928	12,928	12,928	12,928	12,928	12,928	12,928	12,928	12,928	12,928	7,000	\$ 136,284
5000 - Facilities	3,600	-	327	327	327	327	327	327	327	327	327	327	327	-	\$ 3,600
Startup and Expansion Expenses	148,201	29,640	29,640	29,640	29,640	29,640	29,640	29,640	29,640	29,640	29,640	29,640	29,640	-	\$ 148,201
Cash Flow Repayment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
TOTAL EXPENDITURES	\$ 1,021,257	\$ 35,835	\$ 36,163	\$ 110,654	\$ 110,654	\$ 110,654	\$ 110,654	\$ 110,654	\$ 110,654	\$ 110,654	\$ 110,654	\$ 110,654	\$ 110,654	\$ 71,341	\$ 1,141,257
		4%	4%	11%	11%	8%	20%	8%	8%	8%	8%	8%	8%	7%	105%
Prior Year Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
MONTHLY SURPLUS / (DEFICIT)	\$ 180,855	\$ 84,165	\$ (13,846)	\$ 107,305	\$ (39,683)	\$ 33,062	\$ (63,266)	\$ (9,098)	\$ 17,250	\$ 28,398	\$ (10,802)	\$ 8,327	\$ (4,090)	\$ 60,855	
MONTHLY FUND BALANCE		\$ 84,165	\$ 70,319	\$ 177,624	\$ 137,940	\$ 61,073	\$ 30,870	\$ 21,772	\$ 39,022	\$ 67,420	\$ 56,618	\$ 64,945			
BALANCE AS A % OF MONTHLY EXPENDITURES		235%	194%	161%	125%	55%	15%	27%	48%	83%	70%	108%			

Table XII: Cash Flow for Year 2

Monthly
Summary
2016-2017

Annual Amount 2016-2017	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
	July	August	September	October	November	December	January	February	March	April	May	June	Accrual Months
State Revenues	\$ 29,505	\$ 57,616	\$ 222,513	\$ 142,508	\$ 90,590	\$ 103,605	\$ 142,508	\$ 133,156	\$ 186,684	\$ 201,225	\$ 126,404	\$ 139,419	\$ 1,697,818
Federal Revenues	-	-	-	-	15,768	-	-	-	15,768	-	7,884	-	\$ 39,420
Loans and Fundraising	-	-	20,000	-	-	-	-	-	-	-	-	-	\$ 20,000
TOTAL REVENUES	2%	3%	14%	8%	6%	6%	8%	8%	12%	11%	8%	8%	7%

Prior Year Accounts Receivable	67,252	-	-	-	-	-	-	-	-	-	-	-	-
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EXPENDITURES

1000 - Certificated and Instructional Salaries	\$ 8,875	\$ 8,875	\$ 79,217	\$ 79,217	\$ 79,217	\$ 79,217	\$ 79,217	\$ 79,217	\$ 79,217	\$ 79,217	\$ 79,217	\$ 53,767	\$ 87,784	\$ 871,258
2000 - Non-Certificated Salaries	21,630	1,717	1,831	1,831	1,831	1,831	1,831	1,831	1,831	1,831	1,831	1,717	-	21,630
3000 - Retirement and Benefits	267,141	2,663	24,350	24,350	24,350	24,350	24,350	24,350	24,350	24,350	24,350	16,328	26,340	267,141
4000 - Books and Supplies	13,235	144	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	1,295	-	13,235
5000 - Utilities	12,100	123	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	-	12,100
5000 - Operating	145,788	1,301	14,319	14,319	14,319	14,319	14,319	14,319	14,319	14,319	14,319	14,319	-	145,788
5000 - Professional Service	186,071	14,808	14,808	14,808	14,808	14,808	14,808	14,808	14,808	14,808	14,808	14,808	8,375	186,071
5000 - Facilities	4,460	372	372	372	372	372	372	372	372	372	372	372	-	4,460
Startup and Expansion Expenses	64,909	-	-	-	-	-	-	-	-	-	-	-	-	64,909
Revolving Loan and cash flow repayment	20,000	-	-	-	-	-	-	-	-	20,000	-	-	-	20,000
TOTAL EXPENDITURES	2%	2%	13%	9%	9%	9%	9%	9%	9%	10%	9%	6%	8%	92%

Prior Year Accounts Payable	121,341	57,171	-	-	-	7,000	-	-	-	-	-	-	-
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MONTHLY SURPLUS / (DEFICIT)	\$ 9,583	\$ (29,557)	\$ (40,227)	\$ 5,131	\$ (31,018)	\$ (40,772)	\$ 5,131	\$ (4,221)	\$ 65,075	\$ 43,848	\$ (3,089)	\$ 36,629	\$ (413)	\$ 150,645
FUND BALANCE WITHIN YEAR	\$ 9,583	\$ (19,973)	\$ 20,253	\$ 25,385	\$ (5,634)	\$ (46,405)	\$ (41,274)	\$ (45,494)	\$ 19,581	\$ 63,429	\$ 60,340	\$ 96,969		
BALANCE AS A % OF MONTHLY EXPENDITURES	32%	-67%	10%	18%	-4%	-34%	-30%	-33%	14%	40%	44%	94%		

Carry-forward from previous year: \$ 64,945

PROJECTED BANK BALANCE	\$ 161,500	\$ 74,528	\$ 44,972	\$ 85,198	\$ 90,330	\$ 59,311	\$ 18,540	\$ 23,671	\$ 19,450	\$ 84,525	\$ 128,374	\$ 125,285	\$ 161,914
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Table XIII: Cash Flow for Year 3

Monthly
Summary
2017-2018

Annual Amount 2017-2018	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Accrual Months
	July	August	September	October	November	December	January	February	March	April	May	June	
State Revenues	\$ 44,181	\$ 86,277	\$ 307,685	\$ 213,398	\$ 135,654	\$ 146,066	\$ 213,398	\$ 168,167	\$ 230,147	\$ 254,810	\$ 159,572	\$ 169,984	\$ 155,400
Federal Revenues	-	-	-	-	21,024	-	-	-	21,024	-	10,512	-	\$ 0
Loans and Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
TOTAL REVENUES	\$ 44,181	\$ 86,277	\$ 307,685	\$ 213,398	\$ 156,678	\$ 146,066	\$ 213,398	\$ 168,167	\$ 251,171	\$ 254,810	\$ 170,084	\$ 169,984	\$ 155,400
	2%	4%	13%	9%	7%	6%	9%	7%	11%	11%	7%	7%	7%

Prior Year Accounts Receivable	122,085	-	-	-	-	-	-	-	-	-	-	-	-
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EXPENDITURES

1000 - Certificated and Instructional Salaries	\$ 1,119,437	\$ 11,351	\$ 100,505	\$ 100,505	\$ 100,505	\$ 100,505	\$ 100,505	\$ 100,505	\$ 100,505	\$ 100,505	\$ 100,505	\$ 100,505	\$ 100,505	\$ 120,557
2000 - Non-Certificated Salaries	43,497	3,536	3,654	3,654	3,654	3,654	3,654	3,654	3,654	3,654	3,654	3,654	3,654	\$ -
3000 - Retirement and Benefits	367,206	3,610	33,094	33,094	33,094	33,094	33,094	33,094	33,094	33,094	33,094	33,094	33,094	\$ 26,340
4000 - Books and Supplies	48,123	197	4,773	4,773	4,773	4,773	4,773	4,773	4,773	4,773	4,773	4,773	4,773	\$ -
5000 - Utilities	13,900	142	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	1,362	\$ -
5000 - Operating	222,752	1,598	21,956	21,956	21,956	21,956	21,956	21,956	21,956	21,956	21,956	21,956	21,956	\$ -
5000 - Professional Service	242,834	19,444	19,444	19,444	19,444	19,444	19,444	19,444	19,444	19,444	19,444	19,444	19,444	\$ 9,500
5000 - Facilities	5,365	447	447	447	447	447	447	447	447	447	447	447	447	\$ -
Startup and Expansion Expenses	116,668	-	116,668	-	-	-	-	-	-	-	-	-	-	\$ -
Revolving Loan and cash flow repayment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
TOTAL EXPENDITURES	\$ 2,179,782	\$ 40,326	\$ 301,903	\$ 185,236	\$ 185,236	\$ 185,236	\$ 185,236	\$ 185,236	\$ 185,236	\$ 185,236	\$ 185,236	\$ 185,236	\$ 185,236	\$ 156,397
	2%	2%	14%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	7%

Prior Year Accounts Payable	8,375	57,062	-	-	-	-	-	-	-	-	-	-	-
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MONTHLY SURPLUS / (DEFICIT)	\$ 271,229	\$ (11,111)	\$ 5,782	\$ 28,163	\$ (28,558)	\$ (47,545)	\$ 28,163	\$ (17,069)	\$ 65,935	\$ 69,574	\$ (15,151)	\$ 23,038	\$ (996)
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FUND BALANCE WITHIN YEAR	\$ 68,879	\$ 57,769	\$ 63,550	\$ 91,713	\$ 63,155	\$ 15,611	\$ 43,773	\$ 26,704	\$ 92,639	\$ 162,214	\$ 147,062	\$ 170,100	
BALANCE AS A % OF MONTHLY EXPENDITURES	171%	143%	21%	50%	34%	8%	24%	14%	50%	88%	79%	116%	

Carry-forward from previous year: \$ 161,914

PROJECTED BANK BALANCE	\$ 433,143	\$ 230,793	\$ 219,682	\$ 253,627	\$ 225,069	\$ 177,524	\$ 205,687	\$ 188,618	\$ 254,553	\$ 324,127	\$ 308,976	\$ 332,014	
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Table XIV: Benefit Expense Detail
Inspire Charter School - South

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-2016	2016-2017	2017-2018	2019-20	2020-21
Mandatory Benefits					
	50,000	51,500	53,045	54,636	56,275
Notes					
Assumed overall average salary (based on teacher average)					
Social Security	6.2%	6.2%	6.2%	6.2%	6.2%
Medicare	1.5%	1.5%	1.5%	1.5%	1.5%
State Disability Insurance	0.9%	0.9%	0.9%	0.9%	0.9%
Workers' Compensation	2.5%	2.0%	2.0%	2.0%	2.0%
Unemployment Insurance	0.48%	0.46%	0.45%	0.44%	0.42%
Employment Training Tax	0.014%	0.014%	0.013%	0.013%	0.012%
Subtotal	11.54%	11.03%	11.01%	11.00%	10.99%
Health and Retirement					
Health	13.01%	13.01%	13.01%	13.01%	13.01%
Retirement, certificated	10.73%	12.58%	14.43%	16.28%	18.13%
Total, certificated	29.08%	30.41%	32.25%	34.09%	35.92%
Total, classified	24.55%	24.03%	24.02%	24.01%	23.99%



225 SW Broadway, Ste. 300
Portland, OR 97205
877-CSC-1001
(877) 272-1001

March 9, 2015

VIA EMAIL AND U.S. MAIL

Dehesa School District
4612 Dehesa Road
El Cajon, CA 92019

Re: Qualification for Funding – Inspire Charter School - South

Dear Superintendent Wilson:

Please be advised that Inspire Charter School - South has prequalified for funding with Charter School Capital (CSC) based on the information contained in its application and other documents submitted to CSC. The actual amount funded will be determined by the PENSEC and/or actual attendance. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of \$600,000.00.

Funding for Inspire Charter School - South is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of California, including the State Board of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit public benefit corporation in good standing with the California Secretary of State;
5. A "Good Standing Certification" being executed by Dehesa School District upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and California laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

Westley Koenen

Westley Koenen
Charter School Capital, Inc.
Direct: Ph: (971) 634-1884
wkoenen@charterschoolcapital.org

A New Direction in Charter School Financing

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Janet Wilson

Subject: Resolution 2015.4.1
Implementing
Certificated Layoff

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

While we are working diligently to increase our enrollment, unfortunately there is still a concern that our declining enrollment – 10 students less this year than in 2013-14, and 20 less than in 2012-13, will not support the current certificated teaching staff if this trend continues. Given our declining enrollment, and the possible reassignment of the site administrator back to the classroom, it is necessary to proceed with final certificated layoffs for the 2015-16 school year. If the enrollment should increase or if the site administrator is not reassigned to the classroom we will rescind these layoffs, but at this time we must prepare for the worse and hope for the best.

Report:

The attached resolution recognizes staff reductions necessary to account for the continual declining enrollment and potential administrative reassignment for the 2015-16 school year.

Financial Impact:

The financial impact of the layoff of the certificated staff member for salary and benefits is approximately \$52,655.00. However by law this employee must be offered all substitute teacher opportunities first and it must be at his/her daily rate. We had approximately 125 days with at least one substitute teacher on campus this past year. Should the teacher on layoff accept all substitute days it would be approximately \$28,625.00. The adjusted savings to the District would be approximately \$24,030.00

Student Impact:

While the staff will continue to work diligently to provide the very best possible education for all of our students, the loss of outstanding teachers will definitely have an impact on services we provide our students.

Recommendation:

It is with sincere regret that our declining enrollment and potential administrative reassignment makes it necessary to recommend that the Governing Board vote to reduce the Certificated Staff for the 2015-16 school year.

Agenda Item #: VII.C.1

**BEFORE THE BOARD OF TRUSTEES OF THE
DEHESA SCHOOL DISTRICT
COUNTY OF SAN DIEGO, STATE OF CALIFORNIA**

RESOLUTION NO. 2015-4-1

**FINAL RESOLUTION REGARDING REDUCTION OR ELIMINATION OF
PARTICULAR KINDS OF SERVICES AND PROVIDING DIRECTION TO ISSUE
NOTIFICATION TO INDIVIDUALS WHOSE SERVICES ARE TERMINATED**

On the motion of Trustee _____, seconded by Trustee _____, the following Resolution is adopted:

RESOLVED, by the Board of Trustees of the Dehesa School District that:

WHEREAS, on March 12, 2015, this Board adopted Resolution No. 2015-3-1 reducing or eliminating particular kinds of services performed by certificated employees; and

WHEREAS, on or before March 15, 2015, pursuant to the direction of this Board, the Superintendent or her designated representative provided a preliminary written notice to two certificated employees that the services each was performing will not be required for the ensuing school year (2015–2016), pursuant to Education Code sections 44949 and 44955; and

WHEREAS, on or before March 15, 2015, pursuant to the direction of this Board, the Superintendent or her designated representative provided one certificated employee a precautionary preliminary written notice that the services he was performing will not be required for the ensuing school year (2015–2016), pursuant to Education Code sections 44949 and 44955; and

WHEREAS, said notices served on the certificated employees advised each of them that he or she could request a hearing before the Board of Trustees to determine whether there was cause for not reemploying him or her for the 2015–2016 school year, and that if he or she failed to timely request a hearing, that failure would constitute a waiver of the right to a hearing, and his or her services would accordingly be terminated pursuant to the recommendation; and

WHEREAS, none of the certificated employees who received this notice requested a hearing; and

WHEREAS, the certificated employees have each thereby waived any right to a hearing, and the jurisdictional and statutory prerequisites have been satisfied as to each certificated employee as required by law; and

WHEREAS, Education Code section 44949, at subdivision (c)(3), provides that this Board shall make the final determination as to the sufficiency of the cause and disposition; and

WHEREAS, the particular kinds of services to be discontinued or reduced as referenced in Resolution No. 2015-3-1 are determined to be particular kinds of service within the meaning of Education Code section 44955; and

WHEREAS, the particular kinds of services referenced in Resolution No. 2015-3-1 will be discontinued or reduced within the meaning of Education Code section 44955 not later than the beginning of the 2015–2016 school year; and

WHEREAS, in accord with Education Code section 44955, subdivision (b), except as otherwise authorized by statute, the services of no permanent employee will be terminated, in whole or in part, while any probationary employee, or any other employee with less seniority, is retained to render service which said permanent employee is certificated and competent to render; and

WHEREAS, Employee Identification No. 368-058, a permanent certificated employee, has special training and experience to hold an existing full-time position that necessarily includes a course of study in swimming under the physical education program, which requires special training and experience others with more seniority do not possess, and which the Board finds, as provided in Education Code section 44955, subdivision (d), authorizes a deviation from terminating certificated employees in order of seniority; and

WHEREAS, the certificated employees whose services will be terminated are not certificated and competent to render the services in any entire position being performed by any certificated employee with less seniority who is being retained; and

WHEREAS, sufficient cause exists for the termination of up to 2.67 full-time equivalent certificated positions, and pursuant to and within the meaning of Education Code section 44949, said cause relates to the welfare of the schools and the pupils thereof.

NOW, THEREFORE, BE IT RESOLVED that all of the foregoing Recitals are true and correct, and constitute Findings of the Board;

BE IT FURTHER RESOLVED that sufficient cause exists for the termination of services performed by the following certificated employees at the conclusion of the 2014–2015 school year, who received a preliminary layoff notice and who did not request a hearing, and thereby waived the right to such hearing, to the extent indicated (which constitutes the employees' entire employment with this District during the 2014–2015 school year):

Employee Identification No. 164-469 (.67 FTE); and
Employee Identification No. 202-406 (1.0 FTE).

BE IT FURTHER RESOLVED that the employment of the certificated employees listed immediately above be and hereby is terminated effective upon the close of the 2014–2015 school year, i.e., the end of the last working day as to said employee prior to July 1, 2015;

BE IT FURTHER RESOLVED that this decision is effective immediately and that the Superintendent or her designee(s) may take such action as are necessary and appropriate to implement this Board's decision, including at least giving appropriate notice to the certificated

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Janet Wilson
Subject: Citizens Bond Oversight
Committee 2013-14
Annual Report

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background/Report:

The Citizens Bond Oversight Committee is required to present an Annual Report to the Governing Board and the Citizens of Dehesa for the 2013-14 school year. The template for this report was provided by Courtney Jones, our Bond Counsel. Mrs. Becker also gave suggestions.

Financial Impact:

There is no additional financial impact at this time.

Recommendation:

Administration recommends that the Governing Board give any suggestions for changes to the CBOC 2013-14 Annual Report and then approve the report as presented or based on any changes the Board requests.

Agenda Item #:VII.C.2

**ANNUAL REPORT OF THE CITIZENS' OVERSIGHT COMMITTEE OF
THE DEHESA SCHOOL DISTRICT
FOR FISCAL YEAR 2013 - 2014**

RELATING TO MEASURES M and D

Introduction. The Citizens' Oversight Committee of Dehesa School District (the "CBOC") was formed pursuant to Measures M & D for the purpose of actively reviewing and reporting on the expenditure of Measures M & D bond proceeds. The CBOC is required to advise the public, through at least one report per year which shall be made available on the District's web site, as to whether the District is in compliance with Article XIII A of the California Constitution, Measures M & D, and the provisions of Education Code Section 15278 and following.

Public Meetings. The COC has met on the following dates and locations:

Meeting Date and Time	Meeting Location
Monday, September 16, 2013 5:00 pm	Dehesa School Library
Monday, February 3, 2014 5:00 pm	Dehesa School Library
Monday, May 19, 2014 5:00 pm	Dehesa School Library

Each meeting has been in compliance with the Ralph M. Brown Act (Brown Act), in that the meetings were formally scheduled with agendas duly posted and noticed and open to the public. Minutes were taken and when approved at the subsequent meeting were posted on the District's web page via the tab District and link CBOC.

Citizens' Bond Oversight Committee

- Christina Becker, Chair, Parent, Business Owner
- Wally Riggs, Vice-chair, Dehesa Valley Community Council, Founder, Member
- Herb Krickhahn, Retired Community Member and DVCC, Board of Directors
- Michael Hunsaker, San Diego County Taxpayers Association Representative
- James Wells, West Village Homeowners Association President, Business Owner
- Nathan Voth, Parent
- Vincent Blanco, Parent, Business Owner

District Support. The District has, without spending bond funds, provided the CBOC with the administrative support it needs to meet and to perform its review and reporting duties.

Activities

Review of Expenditures. The first series of Measure M bonds was issued on July 12, 2012. The CBOC was provided with expenditure reports prepared by the District at each of its meetings. At each meeting, the CBOC reviewed the expenditure reports. Members of the CBOC had the opportunity to ask District personnel questions regarding the projects and expenditures. The reauthorization Measure D bonds were issued on June 4, 2014.

Review of District Bond Audits. In addition, the District provided the CBOC with a copy of the annual bond financial audit and performance audit, which is also available to the public on the District's web site. These audits were provided no later than March 31, 2014 with respect to the audit for the prior fiscal year. No irregularities or concerns were identified in the audits prepared by the auditor.

Tour of Bond Facilities. All CBOC meetings are conducted on the site where bond facilities will be constructed. Members of the CBOC (which did not comprise a quorum) were provided with a tour of bond financed future facilities site. The CBOC will have a tour of the site at the March 23, 2015 meeting once the project has officially started.

Conclusion. Based on the foregoing review of expenditures and other activities, the CBOC concludes that the District has complied with Article XIII A Section (1)(b)(3), the Measure and Education Code 15278 and following, in that bond proceeds spent to date have only been spent for the construction, reconstruction, rehabilitation, or replacement of school facilities, including furnishing and equipping of school facilities, or acquisition or lease of real property for school facilities, as identified in the project list presented to District voters. No proceeds were spent on teacher salaries, administrative salaries or on operational expenses.

Approved March 23, 2015 by the Citizens' Oversight Committee.

**CITIZENS' BOND OVERSIGHT
COMMITTEE OF THE DEHESA SCHOOL
DISTRICT**

BY: _____
Chairperson

By: _____
Secretary



Before Construction March 2, 2015



Construction Fencing & Grading March 19, 2015

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Janet Wilson

Subject: Memorandum of Understanding between The DEHESA SCHOOL DISTRICT and CSEA, Dehesa Chapter #663

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background/Report:

The District Transportation Department has always provided transportation to and from Long Beach for Sixth Grade Camp.

This year, Lorie Sandoval, one of our parents who is going as a chaperone to camp has generously offered to pay for a charter bus for our students and chaperones for the trip to and from Long Beach.

Because this is contracting out Bargaining Unit work, it is necessary to have a Memorandum of Understanding that this is for this year only, and not intended to establish a precedent.

In addition, Lori Wigg did all of the necessary research with the JPA to insure that all proper clearances, bus driver licensing, and certificates of insurance are in place. All District Bus Drivers gave their consent to this MOU.

Financial Impact:

There is no additional financial impact to the District. The parent donation is approximately \$2,500.00

Recommendation:

Administration recommends that the Governing Board approve the Memorandum of Understanding between The DEHESA SCHOOL DISTRICT and California School Employees Association, Dehesa Chapter #663.

Agenda Item #:VII.C.3

From: Lori Wigg [mailto:lori.wigg@dehesasd.net]
Sent: Wednesday, April 8, 2015 2:30 PM
To: Debbie McLeod
Subject: Re: April 13th

Hi Debbie,

Thank you for your e-mail. In order for us to meet our insurance requirements, I'll need confirmation of three things:

- 1) The driver must be SPAB approved. You can confirm this with an e-mail response.
- 2) I need a certificate of Insurance showing Dehesa School District as an additional insured. Email it to me or fax it to my attention at [\(619\) 444-2105](tel:6194442105).
- 3) Confirmation that you carry at least \$5 million in combined single limit for liability insurance.

If you can confirm in an e-mail item #'s 1 & 3 and also send me a certificate of insurance, we should be all set!

Thank you so much!
Lori Wigg
Business Manager
Dehesa School District

From: Debbie McLeod <Debbie@sundiegocharter.com>
Date: Wed, Apr 8, 2015 at 2:31 PM
Subject: RE: April 13th
To: Lori Wigg <lori.wigg@dehesasd.net>

Hi...the driver and vehicle are SPAB certified. I will request the other documents for you and forward your way. Can you confirm the official business name and address you need on the certificate?

Regards...

Debbie McLeod
Senior Sales Manager
Sun Diego Charter Company/All Aboard America! Holdings Inc
522 W. 8th Street, National City, CA 91950
Office: [\(619\) 336-9200](tel:6193369200) / Fax: [\(619\) 336-9212](tel:6193369212)
Cell: [\(619\) 213-4152](tel:6192134152)
debbie@sundiegocharter.com
www.sundiegocharter.com

Sun Diego Charter Company is now part of All Aboard America Holdings Inc with divisions in:
AZ, NM, TX, LA, MS and CA.

DEHESA SCHOOL DISTRICT

To: Members of the Board and
Supt. Janet Wilson

From: Lori Wigg

Subject: Approval of Transfer from
the Cafeteria Fund to the
Bond Fund

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background:

The annual audit of the Bond Fund was presented to the Board for approval on March 12, 2015. In the reconciliation of fund balance section, the report stated that \$46,787.50 was due from the Cafeteria Fund to the Bond Fund as of June 30, 2014. After reviewing the report, it was determined that interest earned on the amount due to the Bond fund should be calculated and reimbursed to the fund.

Report:

The amount of interest earned was calculated on the attached spreadsheet. The calculation reflects interest due to the Bond Fund in the amount of \$124.29. A Transfer of Funds has been prepared and is attached for approval.

Financial Impact:

A total of \$124.29 will be transferred from the Cafeteria Fund to the Bond Fund.

Student Impact:

N/A

Recommendation:

Administration recommends approval of the attached transfer from the Cafeteria Fund to the Bond Fund in the amount of \$124.29.

Agenda Item #:VII.C.4

**DEHESA SCHOOL DISTRICT
INTEREST CALCULATION FOR \$46,787.50 DUE TO THE BOND FUND**

	7/1/14 - 9/30/14 1st Quarter	10/1/14 - 12/31/14 2nd Quarter	1/1/15 - 3/31/15 3rd Quarter	TOTAL DUE
Quarterly Rate of Interest	0.089931800%	0.1025317000%	0.0962317500%	
# of Days In the Quarter	91	92	90	
Daily Rate of Interest	0.0009882615%	0.0011144750%	0.0010692417%	
# Days in the quarter that Cash was due	85	92	74	
Amount Due	\$ 39.30	\$ 47.97	\$ 37.02	\$ 124.29

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Janet Wilson

Subject: **Acceptance of Contract Proposal from Dehesa Teachers Association (DTA) and Establishment of a Public Hearing**

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background/Report:

The Dehesa Teachers Association (DTA) submitted their initial contract bargaining proposal for the 2015-16 school year. Regarding this proposal, it is necessary for the Governing Board to:

- Acknowledge receipt
- Authorize the administration to make it available to interested persons
- Establish a public hearing

DTA's Intent to Bargain for the 2015-16 school year is attached.

Financial Impact:

Unknown at this time.

Student Impact:

None

Recommendation:

It is recommended that the Governing Board acknowledge receipt of the 2014 -15 bargaining proposal from DTA, make it available to interested persons, and establish a public hearing regarding the proposal on April 16, at 7:00 p.m. in the Dehesa School District Governing Board/MPR.

Agenda Item #: VII.D.1

DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Janet Wilson

Subject: **Acceptance of Contract Proposal from California School Employees Association (CSEA) and Establishment of a Public Hearing**

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

Background/Report:

The California School Employees Association (CSEA) submitted their initial contract bargaining proposal for the 2015-16 school year. Regarding this proposal, it is necessary for the Governing Board to:

- Acknowledge receipt
- Authorize the administration to make it available to interested persons
- Establish a public hearing

CSEA's Intent to Bargain for the 2015-16 school year is attached.

Financial Impact:

Unknown at this time.

Student Impact:

None

Recommendation:

It is recommended that the Governing Board acknowledge receipt of the 2015-16 bargaining proposal from CSEA, make it available to interested persons, and establish a public hearing regarding the proposal on April 16, during the open session portion beginning at 7:00 p.m. in the Dehesa School District Governing Board/MPR.

Agenda Item #: VII.D.2

DEHESA SCHOOL DISTRICT

BOARD OF TRUSTEES
Karl Becker, 2018
Christina Becker, 2018
Jeff F. Royal, 2016
Derek Voth, 2016
Cindy K. White, 2018

"Excellence in Education Since 1876"

4612 Dehesa Road
El Cajon, CA 92019

SUPERINTENDENT/PRINCIPAL
Janet Wilson

BUSINESS MANAGER
Lori Wigg

Telephone (619) 444-2161 / Fax (619) 444-2105

April 8, 2015

Dehesa Teachers Association (DTA)
Laura Franchini, President
4612 Dehesa Road
El Cajon, CA 92109
619-444-2161

Dear Laura,

In response to DTA's letter regarding your intent to negotiate, the DEHESA SCHOOL DISTRICT accepts your proposal to reopen negotiations for 2015 - 16 school year on the following articles:

- Article 6. Health Benefits
- Article 15/Appendix A. Salary
- Appendix B. School Year Calendar

DTA's proposal will be available for Public Hearing on Thursday, April 16, 2015 during the regularly scheduled meeting of the DEHESA SCHOOL DISTRICT Governing Board.

Sincerely,



Janet Wilson
Superintendent

March 12, 2015

Esteemed Board of Education:

This notice is to inform you of Dehesa Teachers' Association (DTA) intent to sunshine the following articles for the upcoming school year (2015-2016):

Article 5: Hours of Employment

Article 6: Health Benefits

Article 15: Salary

Sincerely,

A handwritten signature in black ink that reads "Laura Franchini". The signature is written in a cursive style with a large initial "L".

Laura Franchini, DTA President



**California
School
Employees
Association**

6341 Nancy Ridge Drive
San Diego, CA 92121

(858) 458-0300

(800) 675-9939

FAX: (858) 677-8992

www.csea.com

Member of the AFL-CIO

*The nation's largest
independent classified
employee association*



March 3, 2015

Via E-Mail: jackie.finch@dehesasd.net

Jacqueline Finch, Chapter President
Dehesa Chapter #663
953 St. George Dr.
El Cajon, CA 92019-1439

RE: Initial Proposal: 2nd Year Reopener

Dear President Finch:

I have received the Initial Proposal for 2nd Year Reopener between the Dehesa Elementary School District and California School Employees Association and its Chapter #663.

It has been reviewed in accordance with Policy 610. I have found no apparent violations of law, CSEA's Constitution and Bylaws or policies of the Association. This initial proposal will need to be approved by the membership prior to starting negotiations.

Remember once a tentative agreement has been reached forward a signed copy to the field office immediately for review prior to ratification.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

A handwritten signature in black ink, appearing to read 'Leticia Munguia'.

Leticia Munguia
Field Director

LM/b

C: Regional Representative
Area Director
Labor Relations Representative
File

**Reopener Proposal
from the
California School Employees Association (CSEA)
and its
Dehesa Chapter 663
February 25, 2015**

CSEA and its Dehesa Chapter 663 submit the following proposals for reopener negotiations:

ARTICLE 11: PAY AND ALLOWANCES

Status quo except the Chapter requests a fair and equitable salary increase for all bargaining unit members.

ARTICLE 12: HEALTH AND WELFARE BENEFITS

Status quo except for the District shall absorb any increase in the health plans, including any increases in premiums for the term of the agreement.

ARTICLE 15: VACATIONS

Status quo except for CSEA will seek to add 11 month employees to article 15.2. No other changes.

All other Articles and Sections shall remain in full force and effect unless modified through the bargaining process. CSEA reserves the right to amend, delete, or add to language prior to the conclusion of bargaining.

DEHESA SCHOOL DISTRICT

To: Members of the Board
From: Janet Wilson
Subject: **Personnel
Recommendations**

Meeting Date: April 16, 2015

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

The Governing Board is requested to approve/ratify the following personnel recommendations:

Personnel:

Classified:

1. The appointment of Frank Fiorenza as a Temporary Classroom Aide Six Hour Aide Position effective April 13 – June 17, 2015.

Agenda Item #:VII.E.1