

Inspire Charter School

**Submitted to
Acton-Agua Dulce Unified
School District**

January 3, 2014

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AFFIRMATIONS/ASSURANCES

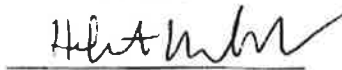
As the authorized lead petitioners, we, Cristino Alcala and Herbert Nichols, hereby certify that the information submitted in this petition for a California public charter school to be named Inspire Charter School ("ICS" or the "Charter School"), to be operated by Inspire Charter Schools, and to be authorized by the Acton-Agua Dulce Unified 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 the Charter Schools Act, Inspire 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, including, but not necessarily limited to the following: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or association with a person or group with one or more of the above actual or perceived characteristics.
- Except as provided below, admission to Inspire 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.
- Inspire Charter School shall admit all pupils who wish to attend the school.
- If the number of pupils who wish to attend Inspire Charter School exceeds the school's capacity, attendance, except for existing pupils of Inspire Charter School, shall be determined by a public random drawing.
- Preference shall be extended to pupils currently attending Inspire Charter School and pupils who reside in the District except as provided for in Education Code Section 47614.5.
- In the event of a drawing, the District shall make reasonable efforts to accommodate the growth of Inspire Charter School and in no event shall take any action to impede Inspire Charter School from expanding enrollment to meet pupil demand. If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, Inspire 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.

- 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]



Cristino Alcala



Herbert Nichols

Nov 20, 2013

Date

Nov. 20, 2013

Date

INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents 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 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 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.
- Demonstrate the effectiveness of teaching using a combination of online, project-based an experiential method.
- Create opportunities for teachers to play an active role in shaping a unique curriculum;
- Provide a unique educational choice for parents that is not offered by any school district in the region.
- Demonstrate its ability to successfully operate these academic programs 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 provide the background and necessary expertise in the above areas to ensure the success of the Charter School:

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 – Cristino Alcalá: Currently serving as Principal of the Academy of Science and Engineering, a STEM themed charter high school; Mr. Alcalá 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.

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.

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 – Juan Flores: Having earned his Bachelor's degree in Finance & Real Estate from California State University Northridge, Mr. Flores went on to start his own accounting firm and work as a realtor. His twelve years in these two industries he has grown and repeatedly proved his ability to lead through diverse and challenging situations. In the case of Inspire Charter School his expertise will be most helpful in strategic planning, facility development, and monitoring the school's finances.

Board Member – Lorenzo Gonzalez: Mr. Gonzalez has served as Principal of two Independent Study charter schools in the communities of Fontana and Santa Ana. In this role he hired and trained teachers and support staff. He developed and executed student recruitment campaigns. Also he oversaw school operations, including administering the school budgets. He also developed and created curriculum that was utilized by the students. Mr. Gonzalez has also spent much of his career training adults and creating an education management software that is similar to PowerSchool.

Board Member – 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 Member – 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.

Board Member – 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.

Young, Minney & Corr, LLP

Young, Minney & Corr, LLP is California's most experienced, knowledgeable and respected firm working in the unique area of charter school law.

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.

YM&C's expertise encompasses every facet of California charter school law, from planning to ongoing operation including but not limited to the following:

- Nonprofit incorporation
- School Finance
- Representation Before State and Federal Agencies
- Board Governance
- Student Issues
- Special Education
- Facilities Development
- Personnel and Labor Relations
- Litigation
- In Service Training

Charter School Management Corporation

Charter School Management Corporation (CSMC) helps its schools craft comprehensive, realistic budgets, income statements, balance sheets, and cash flow statements -that stand the

test of time and are based on solid revenue projections and expense assumptions. Over the course of the year, CSMC provides detailed monthly financial reports and analysis on the year-to-date budget and recommends budget revisions when appropriate to account for unforeseen changes in circumstances. CSMC closely monitors the school's cash flow situation and provides short-term cash flow financing when possible to help its schools meet their obligations.

CSMC also keeps the books of its partner charter schools so financial information is readily accessible, accurate, and actionable by the director and board. CSMC handles and tracks the financial transactions of its schools, ensuring that all funds are collected from the district, county, and state, and all bills are paid in a timely way. More often than not, CSMC staff needs to work with the district on a regular basis to help them understand all the funds from different sources owed to the schools.

CSMC files all required financial reports to the State, County, and District. We also work closely with the school's auditor to ensure a fast, hassle-free audit process with no audit exceptions.

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.

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 Los Angeles County and adjacent counties. The mission will be accomplished through a virtual curriculum model that emphasizes meeting individual students' needs are met, helping them become proficient at the California Common Core State Standards and California Contents Standards for their grade level.

Educational Philosophy

Whom The School Is Attempting To Educate:

The Charter School will serve approximately 130 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. The online program 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 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 who desire to learn at an accelerated pace.

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	5	10	15	20	25
1	5	10	15	20	25
2	5	10	15	20	25
3	5	10	15	20	25
4	5	10	15	20	25
5	5	10	15	20	25
6	5	10	15	20	25
7	10	15	20	25	30
8	10	15	20	25	30
9	15	20	25	30	35
10	20	25	30	35	40
11	25	30	35	40	45
12	20	25	30	35	40
Total Enrollment	135	200	265	330	395

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

An educated person in the 21st Century will be proficient in state Common Core State Standards and California Contents 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 curriculum, 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.

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.

ICS shares the vision of Partnership for 21st Century Skills (P-21) that students our part of an increasingly complex, demanding, and competitive 21st century. ICS's approach aligns with P-21's view of needed skills, which are embodied in the 4Cs:

1. Communication – ICS students will share thoughts, questions, ideas, and solutions through virtual conversations between students and their teachers and peers.
2. Collaboration – ICS students will work together to reach a goal, putting talent, expertise, and smarts in projects that require collaboration with other students and/or family and community members.
3. Critical Thinking – ICS students will look at problems in a new way, linking learning across subjects and disciplines as demonstrated by students giving detailed written responses that show their thought process.
4. Creativity – ICS students will try new approaches to get things done, including exercising innovation and invention through projects that call on students to exercise the higher levels of Bloom's Taxonomy to Analyze, Evaluate, and Create.

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 Common Core Standards and in ICS'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. ICS 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 ICS'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 Common Core State Standards and California Content Standards.
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.

On 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.

The Charter School believes that learning best occurs when students:

- 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 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.

Highly Qualified and Supported Teachers

The faculty will consist of highly qualified credentialed teachers. All teachers will meet the requirements of Education Code Section 47605(l) and the No Child Left Behind 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.

Personalized Support:

Inspire Charter School prides itself on the mastery-based learning model being implemented with the Aurora Learning curriculum. While ICS requires proficiency, not mastery, ICS will encourage students to reach their fullest potential by striving toward mastery levels of performance. Aurora allows students to redo work until they develop mastery. In terms of requirements, ICS students must demonstrate proficiency: scores of Ds will not be accepted as passing.

To assess proficiency demonstrated in projects and in writing, ICS will use rubrics, supplementing more traditional assessments. Aurora does not set rubrics for mastery, however Aurora allows for a rubric scoring. The actual rubric is determined by each school. Aurora courses have Milestone assignments every six lessons to enable teachers to monitor student progress. They also allow

the school to determine proficiency and mastery thresholds. At ICS, rubric development will be an important way to assess many California Common Core Standards. Rubrics for projects and for writing will be designed to reflect Common Core standards. All Aurora high school courses are already correlated to Common Core standards. Aurora indicates that this work is in progress for courses at all levels. During the transition, ICS will use a curriculum mapping and development process to ensure Common Core standards are addressed. In ICS's view, the Common Core standards are well-aligned to 21st century skills and outcomes. Additionally, the mode of working across distance using technology will further develop 21st century skills. Further, a focus of the Aurora curriculum is to develop critical thinking and creativity, also core skills that are increasingly needed – and currently undersupplied – in the modern work marketplace.

The first version of the curriculum was developed in 1994 as a rich educational experience designed specifically for online delivery. Aurora Learning System is a complete Learning Management System by Learning Springs, with curriculum and administrative level, and roles for teachers, students, and parents. Public and charter schools across the country are using Aurora to allow students to take courses online. Courses are organized in lessons and sections presenting manageable amounts of work. Activities are thematic and call for a variety of responses appropriate for multiple intelligences, skill levels, interests and learning styles. This model allows teachers to make real-time corrections and suggestions to students within the lesson, to request re-do's of substandard or incomplete work, so that students may improve and resubmit work; students are actively encouraged to aspire to a high standard of performance as a result of their one-on-one relationship with their teacher. In order to facilitate achieving this high standard of performance, ICS teachers will create rubrics that align with the Aurora courses to assess proficiency and mastery and inform the need for re-teaching.

Each course offered by Aurora has a culminating authentic assessment as well as milestone assignments. These activities exist throughout the Aurora curricula and are strengthened with the inclusion of assignment-specific grading rubrics, which not only makes the teacher's job easier, but also gives students clear instruction on specific academic expectations. Learning Springs/Aurora for grades K-5 is hands-on projects based learning with text books and manipulatives that parents assist their children with, while grades 6-12 is exclusively on-line. Students and parents will discuss the experience of these hands-on projects with their teachers at the monthly one on one in person meeting. ICS teachers will create rubrics for these projects that assess proficiency and mastery of content, 21st century skills and outcomes, and collaboration with others.

In ICS's structure, students are not at all on their own. While not everyone thrives in an online learning environment, ICS will provide an array of learning supports and progress monitoring that will help the vast majority of students be successful. Learning supports include access to in-person support at the learning center through instructional aides and credentialed teachers, access to teachers through video conference, teaching students how to make use of supplemental tutoring supports such as Kahn Academy, and personalization of the learning program to meet each student's learning style and needs. Aurora's curriculum accommodates different learning styles and lends itself to personalization. A key way that ICS will support

students is by training teachers to assess what is working for students and to try new approaches and materials to determine what best helps each student to learn. Further, ICS will provide parents with tips, workshops and trainings in effective parent support for online learning.

ICS will monitor student work completion and progress toward proficiency through a variety of means. Teachers will review student work completion and formative assessments on a weekly basis. Lessons typically take one week, and students submit work and assessments each work. The advisory teacher emails each parent a weekly progress report. Monthly, teachers will have a one on one meeting with each student and parent to review work plans and progress toward standards. Each student's lead teacher will monitor students' work completion and progress indicators to ensure that student is making steady course progress. In order to ensure that students are performing the work themselves, they will be required to take final exams at the meeting center.

These structures serve not only to ensure that students are staying on top of their work but also that they are the ones actually performing the work. Teachers will review student work in front of the parent and student in monthly meetings. Further, in annual orientations and in one on one meetings, ICS staff will underscore the importance of not doing work for the student but capacitating the student to do the work. ICS will support parents in how to support students without doing work for them by providing tips, workshops and trainings in effective parent support for online learning.

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 school 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 2014-2015 academic calendar is attached as Appendix G.

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.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from the teachers either at the learning center or in the Virtual Office. 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.

Inspire Charter School intends to utilize the Aurora online curriculum to serve grades K-12 in Los Angeles County and contiguous counties. With the Aurora Learning Management System (LMS), each student is treated as an individual, creating a true one-to-one relationship with the teacher. Through the Aurora Learning Management System, all of the users (teachers, students, parents, etc.) can use the system from any location. This will allow student to meet with their teacher in person or on-line, so Aurora Learning works great for both in the classroom and off-site situations. Furthermore students can start and finish anytime.

More than 100 online courses including electives and foreign language will be offered to students who enroll in Inspire Charter School. The courses include text, animations, streaming video and audio, educational games, and other engaging content. Every course offered by Inspire Charter School, regardless of the field of study, is developed by instructional designers under the guidance of subject area experts and is aligned with either the California Common Core Standards or the California Contents Standards. Each time the state of California publishes newly adopted content standards, Aurora has an objective third party, currently EdGate Correlation Services, perform a correlation showing how the standards are present in each Aurora course. See Appendix F for a sample of what California Common Core correlations look like. Aurora science courses have not been rewritten for Next Generation Science Standards (NGSS), however the publisher indicates that current courses cover most of the NGSS already. If and as needed, ICS will supplement the Aurora courses with additional assignments to ensure full coverage of state standards. Aurora's high school mathematics courses are in a traditional, not integrated, format. The Common Core encourages integration of high school mathematics topics. To address this, ICS will train teachers to include spiraling content. For example, teachers will select and specifically assign those problems within Aurora's mathematics courses that link topics across strands. They may also need to supplement Aurora content with problems they develop or take from other sources to develop students' understanding of how math content interconnects.

Each Aurora course has built-in assessments at both the unit and course levels. ICS will create rubrics to measure proficiency and mastery of Common Core State Standards and California Content Standards they cover. Assessments will be used to determine whether the student requires any remedial assistance to succeed in the program. The program also will provide

real-time reporting of student progress to parents and school administrators involved in the student's educational process.

Key features of the Aurora Learning Management System are:

- **Online Courses** — Standards based across multiple states and national standards. Core and elective courses for Grades K- 12. Complete with midterm and final, each course has 18 lessons per semester. Built in milestone assignments provide cumulative assessments throughout the courses.
- **Elluminate Live!** — Live web conferences with students and staff, extending the classroom with activities in a virtual classroom. All conferences are shareable, have an interactive whiteboard, audio, chat, file transfers and more. All sessions can be recorded and uploaded for viewing at later dates.
- **Customizable Gradebook** — Easy to read, color coded, and customizable for each student. Detailed student evaluations built in for each semester. Teacher comments, letter grade and % score for each lesson, easily viewable by parent/guest.
- **Curriculum Writer** — The ability to implement specialized courses or supplements right into the Aurora system. Create Standards based alternative assessments. All Content developed by Inspire Charter School Teachers will be available school wide.
- **Teacher Driven System** — Teach to students as individuals or by classrooms. Flexible grading options, built in answer keys, student evaluations, and easy messaging to individuals or classrooms.
- **Parent/Guest Role** — Link a 3rd person to the teacher - student. "View-Only" access to Gradebook, curriculum, evaluations and assessments for specific student(s). The parent can view all the student work and see all the grades, and can easily see if the student is on track with their studies.
- **Assessments** — Use the Tutorial Assessments as mandatory or freestanding tests. Assessments can be mandatory at beginning of course and/or before the final exam.
- **Message Center** — Built-in instant messaging system. Allows students contact their teacher or any other person associated with their account. School wide announcements can be created by school Coordinator and sent to specific users. The Learning Spring's offers over 100 online courses covering core subjects and many electives. Each one-year course contains 36 lessons, with a four to five-hour workload per lesson (totaling approximately 144 class hours). A semester course contains eighteen four to five-hour lessons. Aurora courses are well directed for self-pacing and independent study. Lessons are 'research based', encouraging students to find the information, not just read posted material. Our courses inspire students to become Critical Thinkers who view all sides of an issue and can arrive at thoughtful conclusions.

Learning Springs Curriculum

ICS chose the Learning Springs curriculum because it offers a richer educational experience than more standard online curricula. The K-6 program is heavily project-based, and the middle and high school program of study also goes beyond textbook-based learning to include features of

project-based learning. As indicated in the publisher's website (please see a summary at <http://learningsprings.com/home-study/>), the series uses a research-based approach to developing critical thinking and creativity. The activities lend themselves to collaboration and communication, which ICS will structure through group projects. Students will be required to complete group projects throughout the year in the elementary level and each semester for most secondary courses in English/Language Arts, History/Social Science and Science. In the modern workplace, a great deal of collaboration and communication – probably the vast majority – takes place across a distance via technology, especially email and phone.

Other key educational advantages of the Learning Springs curriculum include the following:

- Rubrics
- Milestone assignments
- Portfolio possibility
- Teacher response for each question
- Self-scoring / Auto-graded option
- Colorful, interactive sites
- Standards aligned
- Completely web-based and accessible anywhere, anytime
- Ability to view and compare with “other answers”
- Answers to each question presented to teachers next to student answer
- Narrative “teacher” voice throughout course
- Grade calculation and record keeping
- Lessons may be customized by teacher

Grades K-5: Project-Based Curriculum

English, History, Math Science

Learning Springs/Aurora believes it is important to approach students in ways that make sense to them. Children 4-8 years of age generally think of the world, school, subjects, and coursework as part of one great big experience. With that in mind, Aurora has developed a curriculum for grades K-3 that integrates the subjects and focuses on meaningful projects that are engaging to students. Academic skills are woven into these larger learning experiences, wherein students learn in the context of meaningful and interesting topics. The project-based program integrates English, math, social studies, science, and physical education/health. The curriculum is aligned to the California Common Core State Standards for Language Arts and Math and with the California Content Standards in Social Studies, Science, Health, and P.E. The curriculum manual brings all books and resources together into weekly sets of activities and tasks spread across all the subjects, tying themes and skills together where they naturally connect. Weekly lesson plans give instructions on how to approach the lessons, what to focus

on, and all the activities and lessons to complete each week. Each weekly lesson also includes a checklist for organizing and making sure assignments have been completed, before a parent would send their child's work to his or her teacher.

Singapore Math forms the foundation of the math program. The Home Instructors Guide, textbooks, and workbooks are accompanied by a set of math manipulatives. The program encourages students to "think mathematically" by asking questions and using activities that help them to see mathematical patterns and relationships in everyday life. Students solve problems in a variety of ways in order to understand the way mathematical processes work. By focusing on mathematical understanding, the program aims to help students develop logical thinking and problem-solving skills; this includes using and applying mathematics to practical, real-life situations, as well as within the discipline of mathematics itself. The science program is based on the book *Quick and Easy Science Fun*, which provides a variety of science experiments to teach concepts appropriate for Kindergarten.

Students in Grades K-5 will have the option to use the program *Foreign Language through Fairy Tales* to learn Spanish, French, or Chinese. In this program, each level is based on a familiar fairy tale that starts out in English, then "morphs" into the language being taught. An entertaining audio CD is included with original music and narration to assist with pronunciation. Children will learn 20+ words in each fairy tale. The language package comes with levels 1, 2, and 3, and an assignment portfolio to track student progress. This content is not required but is an enrichment option. Fluency is not the goal of foreign language enrichment but rather exposure and engagement that may build a base of interest for future study.

Additionally students in Grades 4-5 will have the option for creating a Health and Physical Education Portfolio. The Portfolio combines a semester of PE with a semester of health, all in a fun workbook format. Students choose their own physical education activities while completing worksheets on the human body. Some of the Fourth Grade health topics covered include: self-esteem, friends, growing up, emotions, importance of rest and sleep, nutrition, safety, families, and effects of tobacco. The Fifth Grade health topics covered include: abuse, feelings, first aid, childhood diseases, illness, safety, eyes, and tooth care. A component of the Portfolio is an activity log that students maintain and parents sign to indicate how students have met weekly requirements for physical activity, including cardiovascular activity, strength-building, and stretching and flexibility.

Middle School Curriculum

As students enter Middle School students enter a learning environment that is completely online.

6th Grade Courses

English 6

2 semesters 10 credits

This course continues to develop Basic English and study skills topics, emphasizing literary analysis and expository writing by reading classics of English literature. This course meets

Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards.

Math 6

2 semesters 10 credits

Math 6 covers decimals, the metric system of measurement, percentages, ratios, multiple-step word problems and basic geometry. Emphasis is placed upon applying math skills in problem-solving situations. This course meets Common Core State Standards and is based on the National Council of Teachers of Mathematics (NCTM) standards.

Science 6

2 semesters 10 credits

This course is an overview of science, covering earth science, geology, physical science, and focusing on Life Science, and teaching the principles of scientific investigation. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards.

History 6

2 semesters 10 credits

This course is an examination of Ancient Civilizations that integrates history, geography, literature, arts and crafts of pre-modern cultures. The course meets California Contents Standards and is based on the National Council for Social Studies (NCSS) standards.

Additional Materials

6th Grade Health & Physical Education Portfolio

2 semesters 10 credits

The 6th Grade Health & Physical Education Portfolio combines a semester of PE with a semester of Health, all in a fun, online workbook format. Students choose their own physical education activities while completing activities about health. Some of the health topics include: puberty, HIV/AIDS, exercise, nutrition, dental health, preventing and treating injuries, sun (burns, cancer), bites and stings, safety, poison prevention and evaluating reliable health information on the Internet. This course meets California Contents Standards and is based on the National Health Education standards.

7th Grade Courses

English 7

2 semesters 10 credits

In addition to building core skill areas, English 7 covers many literary genres as well as a variety of compositional forms, including narratives, critiques, short stories, poetry and persuasive essays. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards.

Math 7

2 semesters 10 credits

Math 7 covers decimal numbers, money, fractional parts, linear measurement, area, perimeter, volume, solids, percents, ratios, probabilities and angle measurement. This course meets Common Core State Standards and is based on the National Council of Teachers of Mathematics (NCTM) standards.

Science 7

2 semesters 10 credits

This is a full-year Environmental Science course also known as Kids4Earth. It teaches general science while empowering students to make a difference in their own home, community, and the world itself. This course is endorsed by the United Nations Environment Program.

History 7

2 semesters 10 credits

This is a World History course from Ancient times through the American and French revolutions. It looks at American history in the context of world history, emphasizing the patterns of history, the people who made history, and children's historical literature. The course meets California Contents Standards and is based on the National Council for Social Studies (NCSS) standards.

Additional Materials**7th Grade Health & Physical Education Portfolio**

2 semesters 10 credits

The 7th Grade Integrated Health & Physical Education Portfolio combines a semester of PE with a semester of Health, all in a fun, online workbook format. Students choose their own physical education activities while completing lessons and activities about health. Health topics include: human senses, systems of the body and proper care of the growing body. This course meets California Contents Standards and is based on the National Health Education standards.

8th Grade Courses**English 8th**

2 semesters 10 credits

In English 8, students continue studying vocabulary with word analogies, grammar and literary analysis. With an emphasis on creative writing and research, writing and proofreading skills, English 8 provides a strong preparation for high school. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards.

Math 8

2 semesters 10 credits

This is a pre-Algebra course that explores the use of fractions, mixed numbers, decimal numbers and basic geometry. It then introduces the beginning concepts of Algebra in preparation for high school Algebra. This course meets Common Core State Standards and is based on the National Council of Teachers of Mathematics (NCTM) standards.

Science 8

2 semesters 10 credits

The study of science covering grade 8 standards including units on Physical Science which covers energy, matter, force and motion; earth science which covers the earth in the solar system, geology and chemical reactions and life science which covers chemistry of living systems, genetics, and density and buoyancy. It will include scientific investigations and problem solving in all of the sciences. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards.

History 8

2 semesters 10 credits

This U.S. History course examines early societies in North America, West Africa and Europe leading up to early American colonial history. It continues through the American Revolution, later wars, and ends with the present day. The course meets California Contents Standards and is based on the National Council for Social Studies (NCSS) standards.

Additional Middle School Courses

8th Grade Junior High Health

1 semester 5 credits

This 18-week course covers a variety of topics within the areas of disease prevention, human growth and development, substance abuse prevention, nutrition and the importance of taking responsibility for one's health. The content of this course follows the areas of traditional health education, building a foundation for health in 9th – 12th grades. This course meets California Contents Standards and is based on the National Health Education standards. *Note: In accordance with state mandates, this course includes education on drugs and alcohol, AIDS and sexuality, so that students can make informed, responsible decisions.*

8th Grade Health & Physical Education Portfolio

2 semesters 10 credits

The 8th Grade Health & Physical Education Portfolio combines a semester of PE with a semester of Health, all in a fun, online workbook format. Students choose their own physical education activities while completing lessons and activities about health. Some of the topics covered include: peer and family relationships, drug and alcohol abuse, AIDS, diet and time management. This course meets California Contents Standards and is based on the National Health Education standards.

Integrated Science 6th-8th grade

2 semesters 10 credits

Integrated Science introduces students to the world of science as it relates to such topics as hurricanes, weather stations, lasers, magnets, hummingbirds, polar bears and botanical gardens. The course contains hands-on activities and experiments.

Intro to the Internet 7th-8th grade

1 semester 5 credits

This 18-week course gives students a basic understanding of how to navigate and search for information on the Web. After taking this course, the Internet will be a familiar resource tool for research and explorations. This course meets California Contents Standards and the National Educational Technology Standards for Teachers (NETS).

High School Curriculum

Continuing with their on-line classes, students enter high school there is greater flexibility as far as the level and topic of course they can choose.

Language Arts

AG English Fundamentals 9th

2 semesters 10 credits

This is a version of the English Fundamentals course, with added photographs, multimedia and 20 to 25 questions per lesson, in addition to a weekly essay question. AG English Fundamentals has added topics on writing mechanics, vocabulary and a "reader's response" section to prompt literary analysis. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

English Fundamentals 9th

2 semesters 10 credits

English Fundamentals provides students with an introduction to sophisticated literary analysis, multiple modes of writing and various literary genres. It also maintains a strong emphasis on vocabulary enrichment and grammar. Each lesson integrates basic terms, vocabulary words, reading passages and a writing assignment. The course is geared toward independent thinking, building from basic reading comprehension and grammar exercises in the beginning, to comparative text analysis and grammatical self-correction by the end. The course includes two review lessons and frequently draws from previous lessons to inform and enrich later ones. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Honors English Fundamentals 9th

2 semesters 10 credits

This course is a reading- and writing-intensive version of our English Fundamentals course. Students read classic and contemporary literature, including excerpts from *The Odyssey*; *The Call of the Wild*; and the works of O'Henry, Mark Twain and William Shakespeare. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Literature of the World 10th

2 semesters 10 credits

Students read short stories, poetry, drama, biographies and essays about people and places in other countries. Themes help students bridge the gap between their own and other cultural and historical contexts. Expanded sections on contemporary, European, African and Asian literature enrich students' perspectives of today's global society. Stories from the past and present are presented with equal enthusiasm. Additional books, an encyclopedia and other online reference materials may be required to fulfill writing requirements. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Honors World Literature 10th

2 semesters 10 credits

In this reading and writing-intensive version of our World Literature course, students read works such as Beowulf, The Epic of Gilgamesh, The Iliad and other time-tested tales. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Literature of America 11th

2 semesters 10 credits

Presented in anthology form, this course helps students develop the tools and perspectives necessary to read American literature with care, understanding and enjoyment. The course includes the historical development of American literature from the colonial period to the 20th century. It combines a carefully selected collection of short stories, essays, poems and plays with a comprehensive guide to writing essays and reports. Additional books, magazines, encyclopedias and other online reference materials may be required to fulfill written requirements. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Honors American Literature 11th

2 semesters 10 credits

This course is a reading- and writing-intensive version of our American Literature course. (See the American Literature description for detailed information.) College Prep.

British Literature 12th

2 semesters 10 credits

Through the voices of a diverse group of authors, thinkers and prominent political and cultural figures, British Literature surveys the history of the English language from the Old English period through the contemporary writers of today. Through the careful study of poetry, prose, essay, drama and other literary genres, students refine the skills of critical thinking and rhetoric with thought-provoking writing and research assignments. By using lively websites and integrating comparative elements across theme, historical period and interpretive medium, students receive a dynamic multimedia approach to the study of literature. This course meets

Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Shakespeare in Literature 12th

1 semester 5 credits

This 18-week course examines William Shakespeare's sonnets and his play, *Julius Caesar*. Students also examine the controversy of authorship. Did William Shakespeare really write the plays, or was it the Earl of Oxford or Christopher Marlowe? Shakespearean Literature is designed to introduce students to the works of Shakespeare, as well as stimulate those who are familiar with his style of writing. Shakespearean Literature can be combined with Drama in Literature to make a full year (2-semester) course. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Honors Shakespearean Literature 12th

1 semester 5 credits

This 18-week course is a reading- and writing-intensive version of our Shakespearean Literature course. Students study and interpret the works of William Shakespeare, such as *Hamlet*, *A Midsummer's Night Dream* and *Romeo and Juliet*. Honors Shakespearean Literature can be combined with Honors Drama literature to make a full year (2-semester) course. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Drama in Literature 12th

1 semester 5 credits

In this course, students look at some of the great periods of creativity in theater and read influential dramas from major literary periods. The course begins with a study of the Greek tragedy *Antigone*, then moves on to the Elizabethan Age and the study of Shakespeare's *The Tempest*. For the Victorian Era, students read Oscar Wilde's *The Importance of Being Earnest*. The course concludes with an examination of the existentialist dramas of the 20th century, including Jean-Paul Sartre's play, *No Exit*. In addition to reading plays, students study elements of stagecraft and production during each major dramatic period and read author biographies. Drama in Literature can be combined with Shakespearean Literature to make a full year (2-semester) course. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Honors Drama in Literature 12th

1 semester 5 credits

This course is a reading and writing-intensive version of our Drama in Literature course. Students read dramatic works from various historical periods, including Classical Greece, the Renaissance, the Enlightenment, the Victorian Era and the 20th Century. Students study notable dramatists throughout the ages, from Sophocles to Sartre. Students also learn about various aspects of stagecraft, dramatic conventions and genres. For their final projects, students write and critique their own dramatic plays. Honors Drama Literature can be combined with Honors

Shakespearean Literature to make a full year (2-semester) course. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

English: World Mythology 9th-12th

2 semesters 10 credits

In World Mythology, students will explore creation myths, trickster tales and hero journeys from all around the globe. Each lesson will examine a different myth in an integrated study of history, culture, literature and the arts. From ancient Egypt to the Aztec empire, the Chinese to the Celts, students will study how myths are used and interpret their meanings. They will build on fundamental reading comprehension and analytic skills as they journey through museum exhibitions, visit archaeological digs and listen to traditional storytellers. World Mythology is an engaging English course for students who have not enjoyed English courses, and for students who like to use their imaginations.

English: Writing From Mythology 9th-12th

2 semesters 10 credits

This is a great course for students seeking a gentle introduction to analytical reading. The plots, characters and themes of myths are explored and students use their knowledge of the myths as a foundation for their own creative writing. Classical Greek mythology is the main focus of the course, giving students important foundational knowledge about these themes that are ever-present in literature and art. Students visit Mount Olympus and get to know all the gods and goddesses along with their personalities and adventures. There are many opportunities for creative expression.

Creative Writing 9th-12th

1 semester 5 credits

Creative Writing is a friendly, student-centered course written for all skill levels. Students explore journal writing, poetry, fiction and nonfiction such as letter writing and technical writing to foster creative writing in a variety of forms.

Journal Writing 9th-12th

1 semester 5 credits

The reasons for keeping a journal are many. It can aid in self-reflection, clarify ideas, or simply serve as amusement. Whatever the reason, the act of putting pen to paper (or fingertips to keyboard, as the case may be) is empowering. Journal Writing encourages the young writer through a variety of activities such as free writing; response to literature; prompts; graphical activities that allow the student to express him or herself via creation of cartoons, logos, "tags," and signatures; and finally, production of one's own book.

Media Literacy 9th-12th

1 semester 5 credits

This 18-lesson course teaches students how to critically evaluate the media that surround them every day as well as creating their own examples of media. The example-rich course covers the

history of media, critical-thinking skills, the various channels media take in our world, as well as the influence media have on our lives and thinking. Students approach the material through both projects and more traditional assignments. College Prep.

Writing Tutorials 9th-12th

1 semester 5 credits

Our Writing Tutorials course helps students sharpen their writing skills through a nonthreatening, step-by-step approach. The following types of essays are analyzed and practiced: compare/contrast, persuasive, eyewitness report, critical review, reflective, interpretive, narrative prose and research. Students learn to develop the writing process from brainstorming to outlining, drafting and revising. They learn how to cite sources correctly in different types of writing, visiting an array of websites that teach the skills and practices of sound writing. Each lesson provides a rubric, so students know exactly how their writing will be evaluated. This course meets Common Core State Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Mechanics of Writing 9th-12th

1 semester 5 credits

This 18-week course teaches comprehensive writing mechanics skills for the high school student. The course resembles an online grammar book with practice exercises and focuses on the basics of grammar, punctuation and its correct usage. It teaches language rules systematically and asks students to apply them as they learn. Each lesson includes a proofreading exercise that requires students to independently employ the skills they have just practiced. Each unit ends with a review test. Graphics and humor aid in illustrating important concepts throughout the course. This course mirrors the first 18 weeks of English Fundamentals.

English Internet Explorations A 9th-12th

2 semesters 10 credits

English Internet Explorations A integrates the core subjects of English, Science and Social Studies in a fun, lively course. Students polish their reading and writing skills while visiting exciting websites. Assignments regularly include creative writing projects. This is a good nontraditional English course for students without strong English skills. Meets graduation requirements.

English Internet Explorations B 9th-12th

2 semesters 10 credits

English Internet Explorations B is a popular follow-up to English Internet Explorations A. Topics include: raptors, the Ben Franklin Museum, volcanoes and Godzilla. Assignments regularly include creative writing. This is a good nontraditional English course for students without strong English skills. Meets graduation requirements.

Mathematics

AG Pre-Algebra 9th-10th*2 semesters 10 credits*

Pre-Algebra is an engaging blend of animated and interactive learning activities, graphically enhanced instruction and written explanation. Each lesson contains detailed instruction, guided practice, independent practice, tools and plenty of opportunities to ask for help. The course covers the following areas in detail to prepare students for Algebra 1: types of numbers; estimation; order of operations; negatives and absolute values; calculating with negative numbers; fractions, decimals and percent basics (applying to real-world situations); algebraic reasoning (inductive and deductive); sequences and patterns; how to approach and solve complex problems; working with exponents and powers and working with roots. Each semester concludes with a thorough review. Pre-Algebra contains ample assessments throughout the course that reflect its complete alignment to multiple state Common Core State Standards, as well as guidelines set forth by the National Council of Teachers of Mathematics (NCTM). College Prep.

AG Algebra 1 9th-10th*2 semesters 10 credits*

This course teaches the concepts of introductory algebra in a visually captivating, interactive learning environment. Innovative activities relate mathematics to the real world and include sound, animation and instant feedback. Each lesson contains 20–25 multiple-choice questions with detailed examples and engaging demonstrations. Lessons are supplemented by remedial and enrichment resources, as well as online research. Topics include: absolute values, rational and irrational numbers, the four basic arithmetical operations, graphs, the point-slope formula and solving word problems as algebraic expressions. This course meets Common Core State Standards and is based on the National Council of Teachers of Mathematics (NCTM) standards. College Prep.

Omega Math Plane Geometry 9th-11th*2 semesters 10 credits*

Plane Geometry employs the Omega Math website to present concepts of Euclidean space, proofs using deductive reasoning, an introduction to three-dimensional space and applications of two- and three-dimensional spaces. Topics include: logic and proof, properties of triangles, polygons and circles, area and perimeter, surface area, and volume. This course meets Common Core State Standards and is based on the National Council of Teachers of Mathematics (NCTM) standards. College Prep.

Omega Math Algebra 2 9th-12th*2 semesters 10 credits*

Building upon the lessons learned in Pre-Algebra and Algebra 1, Algebra 2 broadens its scope to include the essential topics needed to be successful in College Algebra, Pre-Calculus, or Trigonometry. Algebra 2 is supported by the informative, user friendly Omega Math website. Topics include: functions, logarithmic functions, exponential functions, complex numbers and more. This course meets Common Core State Standards and is based on the National Council of Teachers of Mathematics (NCTM) standards. College Prep.

Omega Math Trigonometry 9th-12th*2 semesters 10 credits*

The study of the relationships between the angles and sides of triangles, relationships between central angles and coordinate points on a circle, right triangles, circular functions, degree/radian measures of angles, trigonometric functions of angles, inverse functions, identities, graphic representations of trigonometric functions, solutions of right and oblique triangles equations, vectors, complex numbers, and polar coordinates. This course is designed to prepare students' for further study in mathematics required in the sciences and other technical fields.

Survival Math 9th-12th*1 semester 5 credits*

Students identify and practice skills essential to independent living. Exercises provide challenges in day-to-day living, including purchases, living expenses, health care decisions and future planning to improve real-world knowledge and build self-confidence.

Math Proficiency 9th-12th*1 semester 5 credits*

This course prepares students for the Math section of the High School Proficiency Test. It teaches the main learning objectives covered by the test, including arithmetic, measurement, geometry, data analysis and basic algebra. The course also provides test taking strategies and sample test problems.

Sciences**General Science 9th-12th***2 semesters 10 credits*

General Science offers students a fun, nonthreatening introduction to the world of science. Students visit some of the best sites on the Web and have the opportunity to conduct independent research. Some of the lessons contain hands-on activities and experiments. The course covers several different branches of science, including topics such as: hurricanes, weather stations, lasers, magnets, hummingbirds, polar bears and botanical gardens. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

Earth Science 9th-12th*1 semester 5 credits*

Students learn the critical importance of scientific developments in today's world through gaining basic knowledge of earth science. Topics include early Earth, geological history, fossils, minerals and rocks, plate tectonics, earthquakes, volcanoes, the Carbon and Nitrogen cycles, the atmosphere, the ozone layer, the greenhouse effect, weather, climate, air and ocean circulation patterns, the solar system, our galaxy, and beyond. Historical achievements in the field of earth science and consideration of potential future developments contribute to

students' learning and personal development. Students have the opportunity to engage in independent research on subjects of students' interest. The course includes a wealth of informative and dynamic web sites. Earth Science can be combined with Oceanography to make a full-year (2 semesters) course. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

AG Earth Science 9th-12th

1 semester 5 credits

This is a version of the Earth Science course, with 20 to 25 multiple-choice questions per lesson, essay questions and a vibrant multimedia presentation. AG Earth Science can be combined with AG Oceanography to make a full year (2-semester) course. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

Honors Earth Science 9th-12th

1 semester 5 credits

This is a rigorous version of our Earth Science course. (See the Earth Science description for detailed information.) Honors Earth Science can be combined with Honors Oceanography to make a full year (2-semester) course. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

Oceanography 9th-12th

1 semester 5 credits

Students study the ecology and diversity of the world's oceans, with particular attention paid to the complex interactions among all marine life, from the smallest microorganism to the largest sea mammal. Topics include: life in the sea, deep sea exploration, marine mammals, coastal ecosystems and the sea floor. Students periodically write research papers on individual areas of interest. Students also learn to use graphs, tables, maps, data and the Internet to enrich their study of this challenging and exciting course. Oceanography can be combined with Earth Science to make a full year (2-semester) course. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

AG Oceanography 9th-12th

1 semester 5 credits

This is a version of Oceanography, with added photographs, multimedia and 20 to 25 questions per lesson, in addition to a weekly essay question. AG Oceanography can be combined with AG Earth Science to make a full year (2-semester) course. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

Honors Oceanography 9th-12th

1 semester 5 credits

Honors Oceanography is a research and writing-intensive version of our Oceanography course. (See the Oceanography description for detailed information.) Honors Oceanography can be combined with Honors Earth Science to make a full year (2-semester) course. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

Biology 9th-12th

2 semesters 10 credits

This course teaches students the fundamental concepts of biology. Topics include: the characteristics of life, basic chemistry, animal life, plant life, reproduction and development, genetics, evolution, diversity and ecology. Through investigation and activities, students gain firsthand experience with such learning skills and processes as observing, classifying, identifying, measuring, inferring, hypothesizing, interpreting and predicting. Biology includes weekly thought-provoking questions answered in essay form. Students also complete semester term papers on a chosen topic. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

Honors Biology 9th-12th

2 semesters 10 credits

Honors Biology is a research and writing-intensive version of our regular Biology course. (See the Biology description for detailed information.) This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

Study of the Environment 9th-12th

1 semester 5 credits

Study of the Environment examines the interrelationships among humans and the natural world. Main topics include: ecosystems, land resources, water resources, biodiversity, pollution, waste and waste reduction, energy, and sustainable development. Emphasis is on trying solutions – and students' roles in these solutions – to the environmental issues and problems discussed. This course meets California Contents Standards and is based on the National Science Teachers Association (NSTA) standards. College Prep.

Environmental Science/Teens4Earth 9th-12th

2 semesters 10 credits

This 36-week course travels to the four corners of the earth where students meet people who have done amazing things for the environment. Learn about how one person can make a big difference and how students can become involved in making their home, community and world a better place to live. At the end of the course students have the opportunity to be awarded an Environmental Certificate of Recognition for their activities, which declares them stewards of the earth and citizens of the world. This course is endorsed by the United Nations Environment Program. College Prep.

Conceptual Physics 10th-12th

2 semesters 10 credits

This course introduces students to the fundamental principles of physics. Each lesson provides comprehensive coverage of a specific concept or topic. Some of the concepts and laws of physics covered include: mechanics, properties of matter, heat, sound and light, electricity and magnetism, atomic and nuclear physics. Prerequisite: Algebra 1. College Prep.

Social Studies

World Cultures 9th

2 semesters 10 credits

Rich with primary source excerpts and cultural vignettes, this course provides a tour of the history, cultures and environments of the seven continents. The study of geography is further enhanced with access to maps, diagrams and related cultural information. This course presents geography in an enjoyable, exploratory format. It culminates in planning a trip around the world. This course meets California Contents Standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.

AG World Cultures 9th

2 semesters 10 credits

AG World Cultures is a version of the World Cultures course, with added photographs, multimedia and 20 to 25 questions per lesson, in addition to a weekly essay question. This course meets California Contents Standards and is based on the National Council for the Social Studies (NCSS) standards. College

History of The World 10th

2 semesters 10 credits

World History encourages students to use multimedia to establish a chronology and understanding of influential historical events. By examining traditionally underrepresented perspectives, students learn to question traditional historical accounts and form their own understanding of world history. Topics include: the beginning of civilization, civilizations of the Mediterranean world, Asian history, the early modern world, the emergence of modern nations, the development of industrial society and world wars in the 20th Century. Weekly compositions in response to the readings employ creative writing, analysis and independent research. This course meets California Contents Standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.

Honors World History 10th

2 semesters 10 credits

Honors World History offers a reading and writing-intensive version of the World History course. The course enables students to examine and interpret influential historical events. Weekly compositions, in response to the readings, employ creative writing, analysis, description, compare/contrast, poetry, short stories, imaginary writing, personal experiences, editorials and diary entries. Honors World History includes a wealth of dynamic, informative

websites. It meets California Contents Standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep

History of America 11th

2 semesters 10 credits

This one-year course visits aspects of American history and provides a well-rounded, comprehensive depiction of events from the American Revolution to modern times.

Students review many photographs, maps and speeches from different time periods, as well as cultural descriptions. American History is a substantial, exciting course with many engaging websites to explore. This course meets California Contents Standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.

Honors American History 11th

2 semesters 10 credits

Honors American History offers a reading and writing-intensive version of our American History course. Students explore a variety of dynamic, informative websites to gain a comprehensive understanding of events from the American Revolution to modern times. The websites contain many excellent photographs, maps, speeches and cultural descriptions from different time periods. Particular emphasis is placed on traditionally underrepresented perspectives so students can form a comprehensive understanding of influential events in American history. This course meets California Contents Standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.

U.S. Government 12th

1 semester 5 credits

U.S. Government provides the student with a basic understanding of American government. Topics include: the roots of democracy, the judiciary system and the law, interest groups in government, landmark Supreme Court cases, civil rights and individual liberties. Diverse online resources make this course informative and engaging. U.S. Government can be combined with Economics to make a full year (2- semester) course. This course meets California Contents Standards and is based on the National Council for the Social Studies (NCSS) standards. College Prep.

Economics 101 12th

1 semester 5 credits

In this 18-week course, students use the Internet to learn and apply the fundamental concepts of modern economics. In addition to studying the primary types of economic systems, laws of supply and demand and other key economic concepts, students learn about the effect that jobs, earnings and career decisions have on their buying power and quality of life. Students also explore the role that an increasingly global market plays in their daily lives. In this course, economic concepts are explained in a simple, understandable way. Lessons involve problem-solving activities for real-life questions and scenarios. Economics can be combined with U.S. Government to make a full year (2-semester) course. This course meets California

Contents Standards and is based on the National Council on Economic Education (NCEE) standards. College Prep.

Honors Philosophy & Ethics 11th-12th

1 semester 5 credits / .5 units

Philosophy and Ethics is a comprehensive introduction of these subjects. The course examines the role of philosophy in our past as well as our present and future. Upon completion of the course, students can expect to better understand the basic history of the various schools of thought, appreciate various methods for understanding and challenging logical and analytical arguments, and personally explore their own philosophical orientation on many current topics. College Prep.

World Languages

A multi-media, game-based approach makes the Powerspeak courses used by The Learning Springs/Aurora different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. They provide a solid foundation and cultivate a passion for the language through exposure to the culture and dynamic experiences of real people and real places. These courses feature cutting-edge adaptive learning technology that lets students select the learning style that's right for them. As they progress, the courses concentrate on students' ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources.

Latin 1 Online powerspeak^{K12} 6th – 8th grade

2 semesters 10 credits

Latin is the foundation for French, Spanish and Italian as well as the basis for much of the sophisticated vocabulary of modern English. Law, Medicine and Science still rely heavily on Latin terminology. Latin may be a "dead" language, but not for students in this course. Games, modern content, multi-media exercises and engaging stories together make this Latin experience vibrant and alive. Although students receive a strong foundation in skills to decode the classics, the course also emphasizes the ability to speak and understand in Latin. Students will be able to read and understand excerpts of authentic classical works by the end of the course.

Spanish 1 Online powerspeak^{K12} 6th – 8th grade

2 semesters 10 credits

Studies show that early exposure to foreign languages produces long-term cognitive and academic benefits. Elementary aged students have a unique ability to absorb language and to learn pronunciation. This course is highly visual, story and activity based that will have students loving Spanish. Games in the course make learning fun. Unique powerspeak^{K12} approaches also allow students to tell the stories themselves. This course is not just an introduction to Spanish, it's an adventure.

Spanish 2 Online powerspeak^{K12} 6th – 8th grade

2 semesters 10 credits

The adventure continues as students take the base of vocabulary and adventure that they learned via games and stories in Elementary Spanish I and expand their knowledge so that they can have access to a world of culture and excitement unlocked by their new skills. Interactive activities and increasing game challenges make this course a sure favorite, while the rigorous underlying preparation gives a strong intermediate skill set in the language.

French 1 Online powerspeak^{K12} 6th – 8th grade

2 semesters 10 credits

A multi-media, game-based approach makes this introductory French course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding French and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features adaptive learning technology that lets students select the learning style that's right for them.

French 2 Online powerspeak^{K12} 6th – 8th grade

2 semesters 10 credits

Students with a beginning foundation in French will see their skills soar through compelling lessons that give them access to content so interesting that they forget that they are learning French. This unique learning methodology, which relies heavily on games and stories, works effectively to take students from a tentative understanding of French basics to a greater level of sophistication. This course concentrates on students' ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources.

Spanish 1 9th-12th

2 semesters 10 credits

A multi-media, game-based approach makes this introductory Spanish course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding Spanish and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features cutting-edge adaptive learning technology that lets students select the learning style that's right for them. College Prep.

Spanish 2 9th-12th

2 semesters 10 credits

Students with a beginning foundation in Spanish will see their skills soar through compelling lessons that give them access to content so interesting that they forget that they are learning Spanish. This unique learning methodology, which relies heavily on games and stories, works effectively to take students from a tentative understanding of Spanish basics to a greater level

of sophistication. This course concentrates on students' ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources. College Prep.

Spanish 3 9th-12th

2 semesters 10 credits

Intermediate Spanish students who have a strong base of vocabulary, speaking and listening skills will reach a new level of mastery and fluency in this course. This course teaches advanced grammar and vocabulary and emphasizes correct accents and comprehension of "real world" native speech. The high-energy excitement of the content, the challenging games and the wide variety of compelling stories contained in this course combine to make advanced learning as exciting as ever. Our unique error recognition technology helps students to eliminate common mistakes from their speaking and writing. College Prep.

French 1 9th-12th

2 semesters 10 credits

A multi-media, game-based approach makes this introductory French course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding French and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features adaptive learning technology that lets students select the learning style that's right for them. College Prep.

French 2 9th-12th

2 semesters 10 credits

Students with a beginning foundation in French will see their skills soar through compelling lessons that give them access to content so interesting that they forget that they are learning French. This unique learning methodology, which relies heavily on games and stories, works effectively to take students from a tentative understanding of French basics to a greater level of sophistication. This course concentrates on students' ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources. College Prep.

French 3 9th-12th

2 semesters 10 credits

Intermediate French students who have a strong base of vocabulary, speaking and listening skills will reach a new level of mastery and fluency in this course. This course teaches advanced grammar and vocabulary and emphasizes correct accents and comprehension of "real world" native speech. The high-energy excitement of the content, the challenging games and the wide variety of compelling stories contained in this course combine to make advanced learning a blast. Our unique error recognition technology helps students to eliminate common mistakes from their speaking and writing. College Prep.

German 1 9th-12th*2 semesters 10 credits*

A multi-media, game-based approach makes this introductory German course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding German and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features cutting-edge adaptive learning technology that lets students select the learning style that's right for them. College Prep.

German 2 9th-12th*2 semesters 10 credits*

Students with a beginning foundation in German will see their skills soar through compelling lessons that give them access to content so interesting that they forget that they are learning German. This unique learning methodology, which relies heavily on games and stories, works effectively to take students from a tentative understanding of German basics to a greater level of sophistication. This course concentrates on students' ability to articulate more and more complex thoughts and to understand authentic native language from a variety of enticing sources College Prep.

Latin 1 9th-12th*2 semesters 10 credits*

Latin is the foundation for French, Spanish and Italian as well as the basis for much of the sophisticated vocabulary of modern English. Law, Medicine and Science still rely heavily on Latin terminology. Latin may be a "dead" language, but not for students in this course. Games, modern content, multi-media exercises and engaging stories together make this Latin experience vibrant and alive. Although students receive a strong foundation in skills to decode the classics, the course also emphasizes the ability to speak and understand in Latin. Students will be able to read and understand excerpts of authentic classical works by the end of the course. College Prep.

Chinese 1 9th-12th*2 semesters 10 credits*

A multi-media, game-based approach makes this introductory Mandarin Chinese course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding Mandarin Chinese and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. College Prep.

English as a Foreign Language/TOEFL Prep

Our exciting English Prep program includes six full years of instruction. The courses are fun, interactive and graphically rich. In each course, students will hear English spoken by native speakers, read real-life conversations on social and academic topics, as well as complete challenging grammar lessons. English Prep is a unique blend of the direct method of language instruction that focuses on situational language acquisition and the traditional method of systematic grammar study. The six courses of English Prep present a carefully planned series that begins with the English alphabet and systematically prepares students for success on the Test of English as a Foreign Language (TOEFL). Course offerings are appropriate for people of all ages with various goals. These courses require the assistance of a tutor or teacher who is proficient in the student's native language.

English 101: Making Friends 9th-12th

2 semesters 10 credits

Students learn basic conversation skills, pronunciation and transcription. Games and stories make learning memorable. Vocabulary is increased with picture and audio dictionaries and fun "picture glossaries." This is a colorful exercise, where students click on different objects to see and hear their English names. The glossaries include the rooms of a house, a garden, a family portrait and many others. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

English 102: Road Trip USA 9th-12th

2 semesters 10 credits

Students learn to converse on many subjects. Picture and audio dictionaries expand vocabulary. The Internet provides reading challenges, following the theme of travel and sightseeing. Complex sentence structures are mastered and over 300 vocabulary words are taught. A focus on conversation among friends and strangers allows for listening and speaking practice in every lesson. The travel theme includes geography as well as information gathering and directions. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

English 103: One World 9th-12th

2 semesters 10 credits

In English 103, students continue to build their understanding of English grammar as they learn the values of global citizenship. This course opens with a section on multiculturalism in which students read and listen to short articles. The second half centers on readings from the Internet that are analyzed through guided activities. Students explore all major English-speaking cultures. Listening is a component of each lesson, as an auto-graded quiz. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

English 104: Writing for Life 9th-12th

2 semesters 10 credits

In English 104, students develop writing skills for a variety of personal, academic and professional situations. Students write essays, poetry, letters, a personal biography and fiction. Grammar knowledge strengthens with practical usage of English. The course is focused on building writing skills, but there are also large listening and reading comprehension

components. As in all English preparation offerings, TOEFL preparation is a high priority. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

English 105: Learning for Life 9th-12th

2 semesters 10 credits

In English 105, students gain an extended vocabulary, useful in personal, academic and professional situations. Over 700 subject specific vocabulary words are learned, facilitating intellectual and scientific conversations and improving familiarity with the academic environment. Aspects of writing and conversing are thoroughly covered in the major academic disciplines of science, mathematics, literature and history. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

English 106: TOEFL Success 9th-12th

2 semesters 10 credits

TOEFL Success is a course designed to help students not simply pass, but achieve a high score on the TOEFL exam. The multiple choice TOEFL exam tests non-native English speakers on their proficiency in American English. TOEFL Success helps students successfully prepare to take the exam with confidence, through 36 fun, interactive lessons. This course meets Teachers of English to Speakers of Other Languages (TESOL) standards.

Arts and Technology

Art History—Ancient to Gothic 9th-12th

1 semester 5 credits

The course begins with a general discussion of art and the place of art in the development of human civilization. It introduces man's earliest reflective art form - cave paintings – and moves forward in time to the art of early civilizations of the Middle East. The course then moves into an exploration of Roman and Greek art. Students then explore the art of India, China, and Japan. From there we jump across the Pacific Ocean to America to investigate the art of Early American civilizations and societies. Then we travel across the Atlantic Ocean to learn about African Art. The final leg of the journey takes us to the Middle East and Europe to explore Islamic art and Early Christian influenced art: Byzantine, Romanesque, and gothic. Students are inspired to create a few simple art projects based on the styles and movements they have studied. Web resources from the greatest museums in the world are accessed including the Guggenheim, the Met, and the Louvre. College Prep.

Art History Renaissance to Modern 9th-12th

1 semester 5 credits

Renaissance Art is a one-semester course that provides students with knowledge of, and appreciation for, the art and culture of the Early Renaissance and High Renaissance in Italy. Students learn about the lives and works of some of the finest Renaissance artists (Giotto, Donatello, Leonardo da Vinci, Michelangelo and many more) by using numerous multimedia websites from all over the world. College Prep.

Art History 9th-12th*2 semesters 10 credits*

This course combines two 1-semester courses (Art History: Ancient to Gothic and Art History: Renaissance to Modern) into a single yearlong course. The course begins with a general discussion of art and the place of art in the development of human civilization. It introduces man's earliest reflective art form - cave paintings-- and moves forward in time through the art of early civilizations of the Middle East, Rome and Greece, India, China, and Japan. Then we investigate the art of Early American civilizations and societies and travel across the Atlantic Ocean to learn about African Art. At the end of the first semester, we explore Islamic and Early Christian art: Byzantine, Romanesque, and Gothic. The second semester of Art History begins with a study of the Renaissance period in European art, and continues through the rich Baroque and Rococo periods in Europe, followed by studying the impact of Romanticism on art and the development of Impressionism. Late 19th and early 20th century developments, from Surrealism to cubism are explored. We end with Modern art, including the United States and Mexico. Students are inspired to create a few simple art projects based on the styles and movements they have studied. Web resources from the greatest museums in the world are accessed. Topics include visual vocabulary, principles of art, drawing, painting, sculpture, studio art, art history, art criticism, and aesthetics. Art History is an inspiring addition to any student's curriculum. College Prep.

Media Literacy 9th-12th*1 semester 5 credits*

This course teaches students how to critically evaluate the media that surrounds them every day, as well as create their own examples of media. This example-rich course covers the history of media, critical thinking skills, the various channels media takes in our world and the influence media has in our lives and thinking. Students approach the material through projects and writing assignments. This course meets California Contents Standards and is based on the National Council of Teachers of English (NCTE) standards. College Prep.

Introduction to the Internet 9th-12th*1 semester 5 credits*

This 18-week course gives students a basic understanding of how to navigate and search for information on the Web. After taking this course, the Internet will be a familiar resource tool for research and explorations. This course meets California Contents Standards and the National Educational Technology Standards for Teachers (NETS).

3D Graphics 9th-12th*1 semester 5 credits*

In this course the student will learn about the world of 3 Dimensional Graphics. 3D Graphics encompasses getting familiar with the application environment and discover how to create superb 3D graphics that are pleasing to the eye. The 3D Graphics application gives the student the capability to integrated 3D modeling, animation, effects, and rendering solutions from one comprehensive API (application programming interface).

Business Applications 9th-12th*1 semester 5 credits*

In this course the student will learn the standard business applications that most Business Offices use. The Business Applications will include MS Word, MS Excel, MS PowerPoint and MS Outlook. Each one of these applications has its' own unique use and place in the typical office. The student will learn what most offices expect when the student is required to make a presentation for a potential client, create a workbook with worksheets to track sales, and write a letter that needs to be written to a customer and or formulate an email to a coworker.

Game Design 9th-12th*1 semester 5 credits*

In this course the student will learn about the world of creating games. Game Design includes getting familiar with the Gaming Application or Engine. The student will discover how to design a good game that people want to play. Through a variety of game genres, the student will learn to balance game play and players, create great game flow, supply goals and rewards and guide players to make decisions to help them reach the next level of the student's game. The student will enjoy creating games of different types throughout this course that will enhance his/her understanding of the game design world.

Photoshop Design 9th-12th*1 semester 5 credits*

In this 18-lesson course, students explore the techniques of Photoshop, the elements of art and the principles of design. Students receive an overview of the world of digital art while completing fun, hands-on creative projects. Required materials: Adobe Photoshop program 6.0, 7.0, CS, CS2, CS3 or Elements 4 or 5. College Prep.

Web Design 9th-12th*1 semester 5 credits*

In this course the student will learn to create eye catching and user-friendly web pages. Web Design encompasses getting familiar with the governing body of the net, HTML Editors, HTML code and discovers how to create superb Web Designs that are highly functional. This course will give the student the information & tools needed to create sites that use HTML, XHTML, and CSS effectively.

Health and Life Skills**High School Health 9th-12th***1 semester 5 credits*

This course presents students with a clear look at the health issues facing humanity today. Students evaluate their own level of health and examine areas of health risks, nutritional needs, exercise, drugs, self-care, environment and safety. This is a hands-on course where students learn to take charge of their own health by practicing preventative health habits. The course includes a wealth of high quality, up-to-date Internet resources. It meets California Contents

Standards and is based on the National Health Education standards. Note: In accordance with state mandates, this course includes education on drugs and alcohol, AIDS and sexuality so that students can make informed, responsible decisions.

AG Health 9th-12th

1 semester 5 credits

AG Health is a version of the Health course, with added photographs, multimedia and 20 to 25 questions per lesson, in addition to a weekly essay question. AG Health has added coverage on SARS, epidemiology and environmental health. This course meets California Contents Standards and is based on the National Health Education standards.

Life Management 9th-12th

1 semester 5 credits

Life Management provides students with an opportunity to look at their lives in terms of self-examination, self-actualization, community involvement, personal health, money management skills, college planning, resource and time management and career options. The course stresses a reflective as well as an analytical approach to life skills and includes journal writing as an integral element of the course. The culminating activity, an autobiography from the perspective of 10 years from today, asks students to think concretely about their futures.

Standardized Test Preparation

SAT Prep 9th-12th

1 semester 5 credits

This course provides high-quality instruction that is completely customized to each student, pinpointing the student's abilities on the skills that are tested in the actual exam. Students' areas of weakness are strengthened by reinforcing essential skills and concepts, and extra challenge is provided in areas of strength. Student's progress through the course at their own pace, whenever their schedules allow.

Enrichment and Special Needs

Special Needs—Integrated Science 9th-12th

2 semesters 10 credits

Integrated Science asks students to look at websites from all over the world to learn about different topics. One week, students will be swimming in the deep ocean with whales; another time, they might be investigating bugs; next, they might journey to Mars!

English Internet Explorations A 9th-12th

2 semesters 10 credits

English Internet Explorations A integrates the core subjects of English, Science and Social Studies in a fun, lively course. Students polish their reading and writing skills while visiting exciting websites. Assignments regularly include creative writing projects. This is a good nontraditional English course for students who lack strong English skills.

English Internet Explorations B 9th-12th

2 semesters 10 credits

English Internet Explorations B is a popular follow-up to English Internet Explorations A. Topics include: raptors, the Ben Franklin Museum, volcanoes and Godzilla. Assignments regularly include creative writing. This is a good nontraditional English course for students who lack strong English skills.

Survival Math 9th-12th

1 semester 5 credits

Students identify and practice skills essential to independent living. Exercises provide challenges in day-to-day living, including purchases, living expenses, health care decisions and future planning to improve real-world knowledge and build self-confidence.

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 last year. According to Clayton Christensen, American Association of School Administrators, by 2013 10 percent of all "seat time" will be occupied by online instruction--and within 10 years, it is predicted, that more than half of all seat time will be online enrollments¹. One reason online learning is attractive is because it allows for more of this customized approach to instruction than can be found in many classrooms. 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 yesterdays. 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 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.

Record Keeping System for Online Courses:

Assignments, grades, instant messaging, and e-mail are stored at the database level in the Aurora Learning Management System. Paper assessments are stored in a customized locker area that is set-aside for each student. For each element stored, an audit trail is created. All assignments and communication may be retained indefinitely. Historical reports will be available at any time online to District administrators. The database and transaction logs are up to tape nightly according to the grandfather-father-son strategy.

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.

A Day in the Life of a Charter School Student

The student below has completed a 7-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 Aurora website while eating breakfast. You check "My Grades" and "Calendar" to plan your busy day. You go to "Class Mail" to read, and respond to 4 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 access the "Talk to a Teacher" chat feature to 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.

You have other responsibilities and have the freedom to take care of them so you leave to pick your brother up from soccer practice.

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 Aurora website and access your Algebra 1 course. You have questions about the lesson and contact the teacher in chat. 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. Time for work! You go to work at your part time job.

10:00 - 10:45 P.M. 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

The Charter School will provide a computer to any students that do not already have one at home when enrolled as full-time students in the Charter School for purposes of participation in online courses and completion of research projects. The online courses can be accessed anywhere in the world via the Web.

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

Upon charter approval, the Charter School plans to request affiliation with the Western Association of Schools and Colleges, (WASC). Once such a request is made, a review visit can be scheduled after the Charter School has been in operation for at least three months. Pending notification on our accreditation status, courses will be submitted to the UC/CSU systems for A-G course approval. Within the first two years of operation Inspire Charter School will submit to the UC/CSU systems for AG course approval.

Course Transferability

The Charter School will apply for WASC accreditation by the Spring 2014, which will trigger an initial one day visit and initial accreditation in the Fall of 2014. By the June of 2014, 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 of Aurora high school courses. The Charter School will inform parents 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. 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 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. A state-certified high school diploma will be issued 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)	

*Note: This includes 2 semesters of World History and Physical/Cultural Geography, 2 semesters of United States History, 1 semester of American Government, and 1 semester of Economics.

Plan for Students Who are Academically Low-Achieving

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress and 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. Teachers will provide mentorship in their regular interactions with students. The Charter School will also provide supports to parents by offering tips, workshops, and trainings.

The Charter School will identify students who are performing below or above grade level, or those students otherwise having issues that are impacting the student academically, and utilize a Student Success Team ("SST") process to develop a plan to address their individual needs.

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, counselors, doctors,

administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

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 inappropriate by the SST.

Plan for Students Who are Academically High Achieving

Students who are academically high achieving will be identified by teachers of the Charter School through ongoing progress and attendance reports, placement tests, course tests, standardized test results, and parent and teacher observation. Students who are performing above grade level will have the opportunity to take as many as numerous Advanced Placement classes. 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.

Plan for English Learners

Overview

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, 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, supported by Charter School resource, 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 days¹ of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the 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 CST 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

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

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. English Learners will be able to receive the same level of individual support as all Inspire Charter School Charter School students to meet any unique needs.

EL students will receive additional English Language Development assistance from a teacher carrying appropriate credentials to serve EL students. This assistance will include academic support in vocabulary development and comprehension either outside of the student's core courses, or in 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.

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 evaluation for the program effectiveness for ELs in the Charter School will include:

- 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 parental program choice options.
- 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 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). El Dorado Charter SELPA accepts first year charter schools as LEA members with successful applications. El Dorado Charter SELPA's application process for the 2014-15 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 with the writing of its' LEA plan to ensure it will be approved in time for the 2014-2015 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 CAC (Community Advisory Committee), 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 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 Principal 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. 504 Policies and Procedures can be found in Appendix B.

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 Inspire Charter School's administrative office/meeting space.

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 Principal 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 policies. As part of this responsibility, the Charter School shall provide the parents 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),	Occupational Therapist, Physical Therapy, Adaptive Physical

	and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).	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 at the school's administrative office/meeting space.

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, 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.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

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 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 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 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 a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 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 including Guided Language Acquisition Design (GLAD) methods, 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 schoolsite 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 schoolsite 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 CSTs, 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, schoolwide 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, schoolwide 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, schoolwide 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, schoolwide 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, schoolwide 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 schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.--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 and Assignment Sheets
The Charter School shall provide accurate and	California Standards Tests or Smarter

consistent information about student progress toward college readiness. Summative and formative assessments will show the level of student consistent incremental progress.	Balanced Assessments
Inspire Charter School shall strive to meet or exceed its Academic Performance Index (API) growth target school-wide and within reportable subgroups on an annual basis. Inspire Charter School will strive to meet or exceed the average API of the District in the reportable subgroups.	Annual Academic Performance Index determination.
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 CST or SBAs in ELA and Math as broken down into reportable subgroups.	CST or SBA scores.
The Charter School student shall increase scores from pre to post testing by an average of one grade level proficiency per year.	Pre and Post testing scores.
The Charter School shall have 75% of its students who have been enrolled since 6 th grade passing the CAHSEE on a first 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 5% of the rate of the District.	CELDT test results.

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 and/or concerned adults, will have the first responsibility for measuring and monitoring student progress and performance.

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. NOTE: It is anticipated that SBAs will be in place for most or all of the charter term, however, Inspire Charter School notes the possibility that CSTs may be in effect for part of the charter term.
- **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 are all examples of summative assessments.
- **State Standardized Testing.** 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.
- **California High School Exit Exam** will be administered in accordance with State law.

- **Criterion-based Testing** shows progress in a specific subject and is often included as part of a curriculum package. The Charter School will use pre-and post-course assessments to track student progress on the core content of the curriculum.
- **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.
- **School Accountability Report Card (SARC)** Annually, Inspire Charter School will develop and distribute to the District and to school stake holders a School Accountability Report Card.

Use and Reporting Of Data

Report of Individual Student Progress

Monthly in-person conferences, as required in each student's Master Agreement, will be scheduled between the student, parent, and advisory teacher to report student progress and to provide assignments for the next learning period. If a meeting in person, is not possible due to the parent/student living too far from the school; then a virtual conference using GoToMeeting.com will be scheduled, which allows the parent student and teacher to view the same computer screen while conversing. Parents and students will be routinely informed of student progress through these 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 may discuss student progress with the school at any time, and ICA staff will typically meet with parents when students are not progressing as expected.

Use of Achievement Data to Improve Upon Charter School Programs

Staff will receive data on student achievement on an ongoing basis. Staff has 24-hour access to the Aurora Learning Management System where customize reports and data is available. Staff will review and utilize the data to help monitor and improve Inspire Charter School's education program. Program success will be a major topic of discussion at weekly staff meetings and in regular program review evaluations.

The Charter School's instructional team will utilize a combination of assessment tools to review the educational program on an ongoing basis and to determine needed improvements in areas of low performance school-wide and for student subgroups.

The Charter School also will survey parents 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 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. Feedback will be given to parents to indicate how their survey suggestions were used.

The Charter School will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations.

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 School – Los Angeles, a California Nonprofit Public Benefit Corporation, the sole member of which shall be Inspire Charter Schools.

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. During the term of the charter, the Charter School may contract with one or more third parties for the provision of educational and/or administrative services.

Attached, as Appendix C, D, and E, please find the Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code respectively for Inspire Charter Schools.

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 three and no more than five voting members. One Director position will be reserved for a parent or community member. Directors will serve three-year terms.

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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.

The Charter School will update the District of changes to the Charter School Board of Directors.

The Charter School's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

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 training regarding board governance, the Brown Act, and conflicts 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 Principal and Director of Operations

The Principal and Director of Operations 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. Both these positions are functionally equal and report directly to the Board of Directors. These two individuals are responsible for the orderly operation of the school, student achievement and programs, as well as the supervision of all employees in Inspire Charter School. The Principal will tend to supervise Certificated staff and the instructional program. The Director of Operations will tend to supervise Classified staff and non-instructional matters. The Principal and Director of Operations will work closely to ensure that they show clear expectations towards all employees.

The Board of Directors intends to hire the Principal and Director of Operations as the two (teaching half-time) administrators who 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, and community members and the other governing bodies specified by local and state law. The administrative duties of the Principal and/or Director of Operations shall include, but will not be limited to, the following:

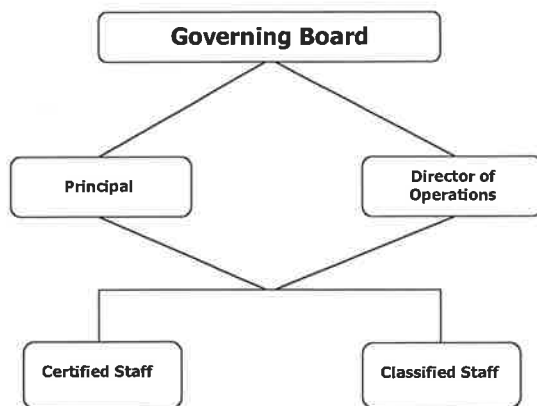
- Provide instructional leadership to the Charter School.
- Attend meetings at the District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties.
- Supervise all employees of the Charter School regarding the termination.
- Provide performance evaluations of all Charter School employees at least once annually.
- Prepare proposals of policies for adoption by the Board of Directors.
- Provide comments and recommendations regarding policies presented by others to the Board.

- Advise the Board and make written recommendations to the Board on programs, policies, budget and other school matters.
- Communicate with the Charter School's legal counsel.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Write applications for grants.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues periodically upon request.
- Provide all legally required financial reports to the District.
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles.
- Present quarterly financial reports to the Board of Directors.
- Provide assistance and coordination in the implementation of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings as required by law.
- Oversee student disciplinary matters.
- Coordinate the administration of standardized testing.
- Plan and coordinate student orientation.
- Attend all Charter School Board meetings and attend as necessary District Board meetings.
- Site safety.
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities.
- Establish a communication model to facilitate communication among all the groups within the Charter School, between the Charter School and the District, and between the Charter School and the community at large.
- Graduations.
- Develop the Charter School annual performance report and SARC.
- Present performance report to the Charter School Board and, upon review by the Charter School Board, present report to the District Board and the District Superintendent.
- Facilitate open house events.

- Conduct annual stakeholder surveys to gather parent input on the educational program, including programs for English Learner students.
- 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. The school's educational program will be a core focus of SSC meetings.

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, legal guardians, and teachers regarding the school's educational program. 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 will ensure parents, legal guardians, and teachers have an opportunity to participate in governance of the Charter School through involvement in the Charter School Advisory Council. The Charter School Advisory Council shall be composed of three parents, 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, legal 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 (Principal, Director of Operations, and Teachers) will meet the following qualifications:

Principal and Director of Operations

Inspire Charter School will consist of two Administrators. These individuals will be the instructional leaders and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. The administrators will have the following qualifications:

Required knowledge, skills, and abilities:

- Understanding of distance learning 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
- Experience in school management, including but not limited to budget management

Teacher Qualifications

Required knowledge, skills, and abilities:

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online environment
- Highly qualified under applicable requirements of the No Child Left Behind Act
- 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), and shall meet applicable "highly qualified" requirements required by the No Child Left Behind Act. 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 H, 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 workshop days include:

- 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.

Office Manager

Required knowledge, skills, and abilities:

- At least two years' experience performing duties similar to the office and/or other duties in the job description
- Proficient database and word processing skills
- Proficient written and aural communication skills

Desired attributes:

- Understanding of the school's mission and vision
- Strong interpersonal skills
- Experience working in a school
- Experience with similar student population
- Human Resource Background
- Fluency in Spanish and English

Major Duties and Responsibilities:

- Collect daily attendance sheets from teachers and daily meal counts
- Process new and exiting students
- Perform secretarial duties, including answering telephones and maintaining copier and office equipment for ongoing use
- Assist with data entry, filing, maintenance of records, photocopying and other miscellaneous office duties
- Monitor students waiting in office and process visitors to school
- Assist with shipping, receiving, and supply requisition
- Sit on school safety committee and assist with implementation of safety procedures and other procedures as needed
- Assist with meal service and occasional cleanup as needed
- Assist with student supervision as needed
- Assist with student recruitment as needed

Instructional Aide

Required knowledge, skills, and abilities:

- Associate's degree or passage of NCLB competency exam

Desired attributes:

- Fluency in English and Spanish (or other language spoken by students) preferred
- Teacher education or child development training
- Understanding of the school's mission and vision
- Strong interpersonal skills

Major Duties and Responsibilities:

- Provides instructional support to students through individual support as directed by the teacher

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. ICA's Comprehensive Safe School Plan is included as Appendix K.

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 Principal 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 Principal. 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.

Emergency/Disaster Preparedness

The Charter School shall adhere to the ICA Comprehensive Safe School Plan (CSSP). This includes: fire, flood, earthquake, drop procedure, protective measures prior, during, or after; lockdown/bomb threat, and specific emergency preparedness including drills. Additionally, the CSSP addresses dangerous pupils under its use of the Threat Assessment Management Team (TAMT). See CSSP Appendix K for more detail.

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 the latest medical protocol for disinfecting procedures. For the comprehensive Exposure Control Plan (OSHA), see Appendix I.

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 clear expectations of safe and respectful behavior. Parents and students are responsible to enter and leave the school in an orderly fashion, when visiting the school for their monthly one on one meeting. The Charter School shall conduct emergency drills annually. Please see specific drill schedule included in the Comprehensive Safe School Plan as Appendix K.

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.

Dress Code Policy

No article of clothing should contain words, letters, designs, or pictures depicting gang related affiliation, drugs, alcohol, obscenities, or sports team logos.

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 ensure 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.

Although the Charter School must strive to achieve a racial and ethnic balance that is reflective of the territory of the District, the Charter School intends to conduct its student recruitment efforts throughout Los Angeles 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 any grade level 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.

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made.

At 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 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.

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

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

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

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