



**Special Board Meeting  
Feather River Charter School  
January 29, 2020 – 5:30 pm  
3840 Rosin Court #100  
Sacramento, CA 95834**

**AGENDA**

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Closed Session: Conference with Legal Counsel – Anticipated Litigation
5. Discussion and Potential Action on the Retention of Counsel
6. Discussion and Potential Action on the November – December Financials
7. Discussion and Potential Action on the 2018 – 2019 Audit Report
8. Review of Credit Card Purchases by the Principal
9. Discussion and Potential Action on the Conflict of Interest Code
10. Discussion and Potential Action on the Healthy Youth Act Curriculum
11. Discussion and Potential Action on the Charter Petition Revision
12. Discussion and Potential Action on the School Accountability Report Card (SARC)
13. Discussion and Potential Action on the Board Meeting Calendar
14. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Note: Feather River Charter School Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the



## ***FEATHER RIVER CHARTER SCHOOL***

public meeting, please contact the Governing Board Office at 818-207-3837 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you.

(Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

# Feather River Charter School

Monthly Financial Presentation – December 2019

# FEATHER RIVER - Highlights

- Annual projected revenue increased by \$1.8k from November to December.
- Current Pupil: Teacher Ratio in compliance with requirements:

Pupil:Teacher Ratio
21.70 :1

- Ending annual surplus is forecasted at \$1.5M.
- SB740 40/80% compliance requirement not met:

Cert.	Instr.
43.1%	77.6%
352,707	(275,737)

# FEATHER RIVER - Revenue

- November forecasted total revenue was based on 1087 ADA.
- Current forecast for total revenue decreased to 1085 ADA.
- Main YTD variances due to adjustment in forecasted LCFF entitlement, based on actual ADA, and timing of Special Ed funds.

## Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 9,037,648	\$ 9,319,449	\$ (281,801)
-	-	-
201,842	703,197	(501,355)
-	-	-
<u>\$ 9,239,490</u>	<u>\$10,022,645</u>	<u>\$ (783,155)</u>

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 10,060,157	\$ 19,371,516	\$ (9,311,358)
321,332	321,332	-
899,010	1,590,504	(691,494)
-	-	-
<b>\$ 11,280,499</b>	<b>\$ 21,283,352</b>	<b>\$ (10,002,852)</b>

# FEATHER RIVER - Expenses

- Overall expenses are favorable year-to-date.
- Current year-to-date actual expenses are lower than November due to staffing adjustments.
- Salary forecasted based on payroll through 12/31.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Expenses</b>						
Certificated Salaries	\$ 1,915,944	\$ 3,368,530	\$ 1,452,586	\$ 3,186,152	\$ 6,737,060	\$ 3,550,908
Classified Salaries	58,559	-	(58,559)	391,428	-	(391,428)
Benefits	887,989	923,363	35,374	1,273,353	1,865,543	592,190
Books and Supplies	423,288	1,169,869	746,582	1,253,282	2,629,111	1,375,829
Subagreement Services	1,411,093	2,768,881	1,357,788	2,223,511	6,050,848	3,827,337
Operations	110,527	134,123	23,596	170,989	268,246	97,257
Facilities	695	221,288	220,593	781	442,576	441,794
Professional Services	488,247	1,034,140	545,893	1,125,717	2,225,391	1,099,673
Depreciation	2,568	6,114	3,546	4,888	12,229	7,340
Interest	68,251	219,286	151,035	142,841	326,152	183,311
<b>Total Expenses</b>	<b>\$ 5,367,160</b>	<b>\$ 9,845,595</b>	<b>\$ 4,478,435</b>	<b>\$ 9,772,943</b>	<b>\$ 20,557,156</b>	<b>\$ 10,784,212</b>

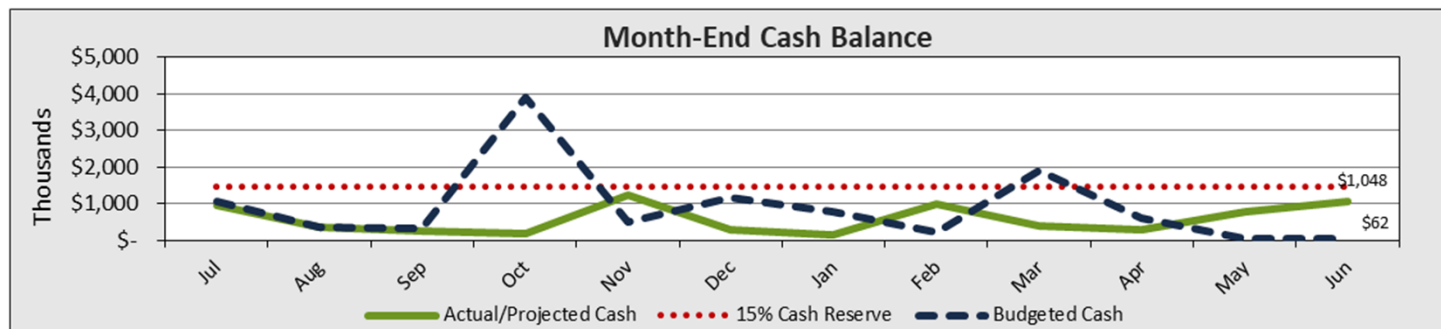
# FEATHER RIVER - Fund Balance

- From November to December annual forecast surplus increased by \$1M due to staffing adjustments.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 3,872,330	\$ 177,050	\$ 3,695,279	\$ 1,507,556	\$ 726,196	\$ 781,360
Beginning Fund Balance	<u>132,154</u>	<u>132,154</u>		<u>132,154</u>	<u>132,154</u>	
Ending Fund Balance	<u><b>\$ 4,004,484</b></u>	<u><b>\$ 309,204</b></u>		<u><b>\$ 1,639,710</b></u>	<u><b>\$ 858,350</b></u>	
<i>As a % of Annual Expenses</i>	41.0%	1.5%		16.8%	4.2%	

# FEATHER RIVER - Cash Balance

- Cash Balance remains positive throughout the rest of the school year through the sale of receivables.





# FEATHER RIVER - Compliance Reporting



Area	Due Date	Description	Completed By	Board Must Approve	Signature Required
DATA TEAM	Jan-07	<b>CALPADS - Fall 2 Submission Window opens-</b> Fall 2 data is used for many purposes by the US department of education and California department of education. At the federal and state level, the data is also used in the production of many reports, some of which are used to determine eligibility for funding or grants. Fall 2 reporting includes three main data groups: student course enrollments, staff assignments, FTE percentage and English learner education services. Data is reported as of October 2, 2019. Schools have until late March to submit certified data.	Feather River	No	No
FINANCE	Jan-17	<b>Mid-Year Expenditure Report due to SELPA</b> - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No
DATA TEAM	Jan-24	<b>CALPADS - Fall 1 Amendment deadline</b> - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Feather River	No	No
DATA TEAM	Feb-01	<b>School Accountability Report Card</b> - All public schools in California are required to prepare an annual SARC (2018/19). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Feather River	Yes	No
FINANCE	Feb-20	<b>Certification of the First Principal Apportionment</b> - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	Yes
FINANCE	Feb-22	<b>CSFA Charter School Revolving Loan Application</b> - The CA School Finance Authority's Charter School Revolving Loan Fund provides low-interest loans of up to \$250,000 to new charter schools in their first charter term to assist them with meeting the purposes of the school's approved charter. The program is available to any charter school that is not a conversion of an existing public school, and that has not yet completed the full term of its initial charter. Applications are due February 22, 2020.	Feather River with Charter Impact Support	Yes	Yes
FINANCE	Feb-26	<b>E-Rate FCC Form 470 Due date (FY2020)</b> - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 26, 2020 is the deadline to certify an FY2020 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2020 filing window.	Feather River	No	No

# FEATHER RIVER - Appendix

- Monthly Cash Flow / Forecast 19-20
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging

# Feather River Charter School

## Monthly Cash Flow/Forecast FY19-20

Revised 1/17/20

ADA = 1084.86



### Revenues

#### State Aid - Revenue Limit

8011	LCFF State Aid	-	1,174,404	1,174,404	2,113,927	2,113,927	2,113,927	2,113,927	-	-	-	-	(3,353,936)
8012	Education Protection Account	-	-	-	135,298	-	-	135,298	-	-	-	-	(53,624)
8096	In Lieu of Property Taxes	-	-	-	-	112,109	99,652	55,608	3,770	1,885	1,885	1,885	-

#### Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	160,666	-	-	80,333	80,333
		-	-	-	-	-	-	-	160,666	-	-	80,333	80,333

#### Other State Revenue

8311	State Special Education	70,772	70,772	-	-	-	-	126,091	-	-	-	-	294,052
8550	Mandated Cost	-	-	-	-	-	58,734	-	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	-	142,025	-	140,033	-	-	(57,492)
8598	Prior Year Revenue	-	135	1,429	-	-	-	52,460	-	-	-	-	-

### Total Revenue

### Expenses

#### Certificated Salaries

1100	Teachers' Salaries	475,567	555,879	581,501	579,744	(225,494)	(381,241)	145,452	145,452	145,452	145,452	145,452	-
1175	Teachers' Extra Duty/Stipends	7,500	46,296	69,617	68,805	(8,710)	7,570	14,545	14,545	14,545	14,545	14,545	-
1200	Pupil Support Salaries	14,551	16,792	18,740	24,792	24,024	(94,066)	24,658	24,658	24,658	24,658	24,658	-
1300	Administrators' Salaries	26,167	26,796	33,775	39,183	52,404	(51,354)	27,046	27,046	27,046	27,046	27,046	-
1900	Other Certificated Salaries	7,107	-	-	-	-	-	-	-	-	-	-	-

#### Classified Salaries

2100	Instructional Salaries	50,284	49,597	56,135	57,845	53,569	(208,872)	51,844	51,844	51,844	51,844	51,844	-
2200	Support Salaries	-	1,692	3,231	3,788	3,481	(12,192)	3,634	3,634	3,634	3,634	3,634	-

#### Benefits

3101	STRS	89,643	105,448	114,735	120,282	(44,480)	(67,805)	28,864	28,864	28,864	28,864	28,864	-
3301	OASDI	3,222	3,534	4,166	3,800	2,495	(12,582)	5,850	5,850	5,850	5,850	5,850	-
3311	Medicare	8,207	9,877	10,627	10,875	(3,062)	(8,576)	3,472	3,472	3,472	3,472	3,472	-
3401	Health and Welfare	(16,335)	94,211	70,761	77,067	84,821	167,231	18,333	18,333	18,333	18,333	18,333	-
3501	State Unemployment	7,633	6,289	2,757	3,187	(7,251)	(172)	5,390	4,312	2,156	1,078	1,078	-
3601	Workers' Compensation	-	12,584	6,292	6,292	6,384	14,787	3,352	3,352	3,352	3,352	3,352	-
3901	Other Benefits	-	0	874	173	-	-	1,840	1,840	1,840	1,840	1,840	-

#### Books and Supplies

4302	School Supplies	48,886	89,925	69,269	85,935	56,019	39,629	111,405	97,037	110,953	91,213	75,589	31,355
4305	Software	2,976	4,216	5,729	4,163	4,379	4,790	6,156	6,156	6,156	6,156	6,156	-
4310	Office Expense	778	859	673	1,163	1,481	593	3,441	3,441	3,441	3,441	3,441	-
4311	Business Meals	-	-	-	572	87	568	167	167	167	167	167	-
4400	Noncapitalized Equipment	-	599	-	-	-	-	21,235	20,800	54,159	44,524	36,897	19,988

#### Subagreement Services

5102	Special Education	2,453	18,927	22,270	36,776	52,725	27,720	40,755	40,755	40,755	40,755	40,755	-
5105	Security	-	5,488	-	-	-	-	16	16	16	16	16	-
5106	Other Educational Consultants	50,442	65,333	58,956	147,333	109,881	176,735	9,360	8,153	9,322	7,664	6,351	3,440
5107	Instructional Services	8,139	150,193	159,696	106,009	106,009	106,009	86,811	86,811	86,811	86,811	86,811	-

#### Operations and Housekeeping

5201	Auto and Travel	4,132	8,572	2,243	3,136	3,753	629	6,153	6,153	6,153	6,153	6,153	-
5300	Dues & Memberships	3,015	3,015	3,015	(2,206)	-	-	948	948	948	948	948	-
5400	Insurance	100	29,654	14,877	14,877	14,877	6,392	2,480	2,480	2,480	2,480	2,480	-
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	314	-	-	76	36	20	6	6	6	6	6	-
5901	Postage and Shipping	-	-	-	-	-	-	488	488	488	488	488	-

Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Forecast	Annual Budget	Favorable / (Unfav.)	
														ADA = 2122.30		
-	1,174,404	1,174,404	2,113,927	2,113,927	2,113,927	2,113,927	2,113,927	-	-	-	-	(3,353,936)	9,564,507	18,415,887	(8,851,380)	
-	-	-	135,298	-	-	135,298	-	-	-	-	-	(53,624)	216,972	424,460	(207,488)	
-	-	-	-	112,109	99,652	55,608	3,770	1,885	1,885	1,885	1,885	-	278,679	531,169	(252,490)	
-	1,174,404	1,174,404	2,249,225	2,226,036	2,213,579	2,304,833	2,117,697	1,885	1,885	1,885	1,885	(3,407,560)	10,060,157	19,371,516	(9,311,358)	
-	-	-	-	-	-	-	-	160,666	-	-	80,333	80,333	321,332	321,332	-	
-	-	-	-	-	-	-	-	160,666	-	-	80,333	80,333	321,332	321,332	-	
70,772	70,772	-	-	-	-	126,091	-	-	-	-	-	294,052	561,686	1,098,821	(537,135)	
-	-	-	-	-	58,734	-	-	-	-	-	-	-	58,734	58,734	0	
-	-	-	-	-	-	142,025	-	-	140,033	-	-	(57,492)	224,566	432,949	(208,383)	
-	135	1,429	-	-	-	52,460	-	-	-	-	-	-	54,024	-	54,024	
70,772	70,907	1,429	-	-	58,734	320,576	-	-	140,033	-	-	236,560	899,010	1,590,504	(691,494)	
70,772	1,245,311	1,175,833	2,249,225	2,226,036	2,272,313	2,625,408	2,117,697	162,551	141,918	1,885	82,218	(3,090,667)	11,280,499	21,283,352	(10,002,852)	
475,567	555,879	581,501	579,744	(225,494)	(381,241)	145,452	145,452	145,452	145,452	145,452	145,452	-	2,458,668	5,516,000	3,057,332	
7,500	46,296	69,617	68,805	(8,710)	7,570	14,545	14,545	14,545	14,545	14,545	14,545	-	278,348	827,400	549,052	
14,551	16,792	18,740	24,792	24,024	(94,066)	24,658	24,658	24,658	24,658	24,658	24,658	-	152,782	33,660	(119,122)	
26,167	26,796	33,775	39,183	52,404	(51,354)	27,046	27,046	27,046	27,046	27,046	27,046	-	289,246	360,000	70,754	
7,107	-	-	-	-	-	-	-	-	-	-	-	-	7,107	-	(7,107)	
530,892	645,762	703,633	712,525	(157,776)	(519,092)	211,701	211,701	211,701	211,701	211,701	211,701	-	3,186,152	6,737,060	3,550,908	
50,284	49,597	56,135	57,845	53,569	(208,872)	51,844	51,844	51,844	51,844	51,844	51,844	-	369,622	-	(369,622)	
-	1,692	3,231	3,788	3,481	(12,192)	3,634	3,634	3,634	3,634	3,634	3,634	-	21,807	-	(21,807)	
50,284	51,289	59,366	61,634	57,050	(221,064)	55,478	55,478	55,478	55,478	55,478	55,478	-	391,428	-	(391,428)	
89,643	105,448	114,735	120,282	(44,480)	(67,805)	28,864	28,864	28,864	28,864	28,864	28,864	-	491,008	1,125,089	634,081	
3,222	3,534	4,166	3,800	2,495	(12,582)	5,850	5,850	5,850	5,850	5,850	5,850	-	39,735	-	(39,735)	
8,207	9,877	10,627	10,875	(3,062)	(8,576)	3,472	3,472	3,472	3,472	3,472	3,472	-	48,780	97,687	48,908	
(16,335)	94,211	70,761	77,067	84,821	167,231	18,333	18,333	18,333	18,333	18,333	18,333	-	587,755	480,000	(107,755)	
7,633	6,289	2,757	3,187	(7,251)	(172)	5,390	4,312	2,156	1,078	1,078	1,078	-	27,536	47,040	19,504	
-	12,584	6,292	6,292	6,384	14,787	3,352	3,352	3,352	3,352	3,352	3,352	-	66,451	94,319	27,868	
-	0	874	173	-	-	1,840	1,840	1,840	1,840	1,840	1,840	-	12,089	21,408	9,318	
92,370	231,942	210,212	221,676	38,906	92,883	67,102	66,024	63,868	62,790	62,790	62,790	-	1,273,353	1,865,543	592,190	
48,886	89,925	69,269	85,935	56,019	39,629	111,405	97,037	110,953	91,213	75,589	31,355	40,949	948,162	1,853,775	905,613	
2,976	4,216	5,729	4,163	4,379	4,790	6,156	6,156	6,156	6,156	6,156	6,156	-	63,190	358,213	295,023	
778	859	673	1,163	593	593	3,441	3,441	3,441	3,441	3,441	3,441	-	26,194	103,346	77,152	
-	-	-	572	87	568	167	167	167	167	167	167	-	2,227	1,500	(727)	
-	599	-	-	-	-	21,235	20,800	54,159	44,524	36,897	15,305	19,988	213,508	312,277	98,769	
52,640	95,599	75,671	91,833	61,965	45,580	142,404	127,601	174,876	145,501	122,250	56,425	60,937	1,253,282	2,629,111	1,375,829	
2,453	18,927	22,270	36,776	52,725	27,720	40,755	40,755	40,755	40,755	40,755	40,755	-	405,401	828,247	422,846	
-	5,488	-	-	-	-	16	16	16	16	16	16	-	5,586	409	(5,178)	
50,442	65,333	58,956	147,333	109,881	176,735	9,360	8,153	9,322	7,664	6,351	2,634	3,440	655,605	2,774,607	2,119,002	
8,139	150,193	159,696	106,009	106,009	106,009	86,811	86,811	86,811	86,811	86,811	86,811	-	1,156,918	2,447,585	1,290,667	
61,033	239,941	240,922	290,118	268,616	310,464	136,942	135,735	136,904	135,246	133,933	130,217	3,440	2,223,511	6,050,848	3,827,337	
4,132	8,572	2,243	3,136	3,753	629	6,153	6,153	6,153	6,153	6,153	6,153	-	59,386	155,611	96,225	
3,015	3,015	3,015	(2,206)	-	-	948	948	948	948	948	948	-	12,531	21,001	8,470	
100	29,654	14,877	14,877	14,877	6,392	2,480	2,480	2,480	2,480	2,480	2,480	-	95,656	58,320	(37,336)	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	19,283	19,283	
314	-	-	76	36	20	6	6	6	6	6	6	-	485	153	(332)	
-	-	-	-	-	-	488	488	488	488	488	488	-	2,931	13,878	10,947	
7,562	41,241	20,135	15,882	18,665	7,041	10,077	10,077	10,077	10,077	10,077	10,077	-	170,989	268,246	97,257	

# Feather River Charter School

## Monthly Cash Flow/Forecast FY19-20

Revised 1/17/20

ADA = 1084.86



### Facilities, Repairs and Other Leases

5601	Rent	35,407	40,276	40,276	(120,828)	4,869	-	-	-	-	-	-	-	-	-	-	(0)	387,060	387,060
5603	Equipment Leases	-	-	-	-	-	-	14	14	14	14	14	14	-	-	-	86	338	252
5604	Other Leases	-	-	-	-	55	-	-	-	-	-	-	-	-	-	-	55	-	(55)
5610	Repairs and Maintenance	-	640	-	-	-	-	-	-	-	-	-	-	-	-	-	640	55,177	54,537

### Professional/Consulting Services

5801	IT	-	1,265	-	1,400	-	-	393	393	393	393	393	393	-	-	-	5,023	9,553	4,530
5802	Audit & Taxes	-	-	-	-	-	5,400	4,050	-	-	-	-	-	-	-	-	9,450	8,667	(783)
5803	Legal	-	1,305	1,110	231	288	99	144	144	144	144	144	144	-	-	-	3,899	3,363	(536)
5804	Professional Development	800	32,111	520	987	32,111	-	116	116	116	116	116	116	-	-	-	67,224	5,567	(61,657)
5805	General Consulting	-	-	-	250	1,020	1,000	1,364	1,364	1,364	1,364	1,364	1,364	-	-	-	10,457	73,526	63,069
5806	Special Activities/Field Trips	15,832	12,802	16,485	12,393	1,776	435	30,246	29,628	38,572	39,067	84,717	35,142	45,894	-	-	362,988	752,026	389,038
5807	Bank Charges	-	-	77	694	506	203	45	45	45	45	45	45	-	-	-	1,749	2,143	394
5808	Printing	-	-	-	-	-	-	33	33	33	33	33	33	-	-	-	198	1,311	1,113
5809	Other taxes and fees	-	47	35	875	609	34	1,537	1,537	1,537	1,537	1,537	1,537	-	-	-	10,820	40,338	29,518
5811	Management Fee	2,477	45,711	48,603	32,264	32,264	32,264	26,421	26,421	26,421	26,421	26,421	26,421	-	-	-	352,106	744,917	392,812
5812	District Oversight Fee	-	-	-	-	121,072	30,896	-	-	57	57	57	57	149,611	-	-	301,805	581,145	279,341
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,835	2,835

### Depreciation

6900	Depreciation Expense	1,155	1,155	1,155	1,155	1,155	(3,208)	387	387	387	387	387	387	-	-	-	4,888	12,229	7,340
		1,155	1,155	1,155	1,155	1,155	(3,208)	387	387	387	387	387	387	-	-	-	4,888	12,229	7,340

### Interest

7438	Interest Expense	-	-	2,206	444	65,250	351	-	-	-	13,320	37,295	23,975	-	-	-	142,841	326,152	183,311
		-	-	2,206	444	65,250	351	-	-	-	13,320	37,295	23,975	-	-	-	142,841	326,152	183,311

### Total Expenses

### Monthly Surplus (Deficit)

### Cash Flow Adjustments

Monthly Surplus (Deficit)	(779,680)	(195,774)	(244,573)	925,692	1,677,635	2,489,029	1,936,953	1,450,998	(559,437)	(561,773)	(746,868)	(534,098)	(3,350,549)	-	-	-	1,507,556	726,196	781,360
Cash flows from operating activities																	15%		
Depreciation/Amortization	1,155	1,155	1,155	1,155	1,155	(3,208)	387	387	387	387	387	387	-	-	-	-	4,888		
Public Funding Receivables	3,488,968	163,745	64,221	64,323	94,292	-	212,818	-	-	-	-	-	3,090,667	-	-	-	7,179,034		
Grants and Contributions Rec.	-	-	4,929	-	-	-	-	-	-	-	-	-	-	-	-	-	4,929		
Due To/From Related Parties	1,393,241	448,959	1,107,609	1,182,988	(724,137)	(1,438,334)	(265,625)	1,205,302	-	-	-	-	-	-	-	-	2,910,002		
Prepaid Expenses	5,867	(38,272)	3,865	(2,443)	51,359	850	-	-	-	-	-	-	-	-	-	-	21,225		
Other Assets	-	1,620	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,620		
Accounts Payable	(546,721)	17,877	(603)	(12,378)	12,693	(41,919)	17,877	-	-	-	-	-	259,882	-	-	-	(311,169)		
Accrued Expenses	(127,196)	44,800	(23,038)	(225,358)	(3,301)	(75,621)	-	-	-	-	-	-	-	-	-	-	(409,715)		
Other Liabilities	837	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	837		
Cash flows from financing activities																			
Proceeds from Factoring	-	-	-	-	1,796,800	-	-	-	-	443,989	1,243,169	799,180	-	-	-	-	4,283,139		
Payments on Factoring	(2,662,900)	(1,022,600)	(1,022,600)	(1,962,400)	(1,840,700)	(1,840,700)	(2,025,600)	(1,796,800)	-	-	-	-	-	-	-	-	(14,174,300)		
Payments on Debt	-	-	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	-	-	-	-	-	-	(145,833)		

### Total Change in Cash

### Cash, Beginning of Month

### Cash, End of Month

Cert.	Instr.
43.1%	77.6%
352,707	(275,737)

Pupil:Teacher Ratio
21.70 :1

## Feather River Charter School

### Budget vs Actual

For the period ended December 31, 2019

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid-Revenue Limit							
LCFF Revenue	\$ 2,113,927	\$ 2,118,705	\$ (4,778)	\$ 8,690,589	\$ 8,710,231	\$ (19,642)	\$ 18,415,887
Education Protection Account	-	135,298	(135,298)	135,298	270,595	(135,297)	424,460
In Lieu of Property Taxes	99,652	54,180	45,472	211,761	338,623	(126,862)	531,169
Total State Aid-Revenue Limit	2,213,579	2,308,182	(94,603)	9,037,648	9,319,449	(281,801)	19,371,516
Federal Revenue							
Federal Special Education - IDEA	-	-	-	-	-	-	321,332
Total Federal Revenue	-	-	-	-	-	-	321,332
Other State Revenue							
State Special Education - AB602	-	126,091	(126,091)	141,544	644,463	(502,919)	1,098,821
Mandate Block Grant	58,734	58,734	0	58,734	58,734	0	58,734
State - State Lottery	-	-	-	-	-	-	432,949
Prior Year Revenue	-	-	-	1,564	-	1,564	-
Total Other State Revenue	58,734	184,825	(126,091)	201,842	703,197	(501,355)	1,590,504
Total Revenue	\$ 2,272,313	\$ 2,493,007	\$ (220,694)	\$ 9,239,490	\$ 10,022,645	\$ (783,155)	\$ 21,283,352
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	\$ (381,241)	\$ 459,667	\$ 840,908	\$ 1,585,956	\$ 2,758,000	\$ 1,172,044	\$ 5,516,000
Certificated Teachers' Extra Duties/Stipends	7,570	68,950	61,380	191,077	413,700	222,623	827,400
Certificated Pupil Support Salaries	(94,066)	2,805	96,871	4,833	16,830	11,997	33,660
Certificated Supervisors' and Administrators' Sala	(51,354)	30,000	81,354	126,971	180,000	53,029	360,000
Other Certificated Salaries	-	-	-	7,107	-	(7,107)	-
Total Certificated Salaries	(519,092)	561,422	1,080,514	1,915,944	3,368,530	1,452,586	6,737,060
Classified Salaries							
Classified Instructional Salaries	(208,872)	-	208,872	58,559	-	(58,559)	-
Classified Support Salaries	(12,192)	-	12,192	-	-	-	-
Total Classified Salaries	(221,064)	-	221,064	58,559	-	(58,559)	-
Benefits							
State Teachers' Retirement System, certificated p	(67,805)	93,757	161,562	317,823	562,545	244,721	1,125,089
OASDI/Medicare/Alternative, certificated positior	(12,582)	-	12,582	4,634	-	(4,634)	-
Medicare certificated positions	(8,576)	8,141	16,717	27,948	48,844	20,895	97,687
Health and Welfare Benefits, certificated position	167,231	40,000	(127,231)	477,755	240,000	(237,755)	480,000
State Unemployment Insurance, certificated positi	(172)	2,352	2,524	12,444	14,112	1,668	47,040
Workers' Compensation Insurance, certificated pr	14,787	7,860	(6,927)	46,338	47,159	821	94,319
Other Benefits, certificated positions	-	1,784	1,784	1,047	10,704	9,657	21,408
Total Benefits	92,883	153,894	61,011	887,989	923,363	35,374	1,865,543
Books & Supplies							
School Supplies	39,629	150,429	110,801	389,663	803,061	413,398	1,853,775
Software	4,790	29,851	25,062	26,252	179,107	152,854	358,213
Office Expense	593	8,612	8,019	5,547	51,673	46,126	103,346
Business Meals	568	125	(443)	1,227	750	(477)	1,500
Noncapitalized Equipment	-	25,341	25,341	599	135,279	134,680	312,277
Total Books & Supplies	45,580	214,358	168,779	423,288	1,169,870	746,582	2,629,111
Subagreement Services							
Special Education	27,720	69,021	41,301	160,870	414,124	253,253	828,247
Security	-	37	37	5,488	186	(5,302)	409
Other Educational Consultants	176,735	225,153	48,418	608,680	1,201,967	593,287	2,774,607
Instructional Services	106,009	286,696	180,687	636,054	1,152,604	516,550	2,447,585
Total Subagreement Services	310,464	580,906	270,443	1,411,093	2,768,881	1,357,788	6,050,848
Professional & Consulting Services							
IT	-	796	796	2,665	4,776	2,111	9,553
Audit and Tax	5,400	2,889	(2,511)	5,400	8,667	3,267	8,667
Legal	99	280	181	3,033	1,681	(1,352)	3,363
Professional Development	-	464	464	66,528	2,784	(63,744)	5,567
General Consulting	1,000	6,127	5,127	2,270	36,763	34,493	73,526
Special Activities	435	61,025	60,591	59,723	325,780	266,057	752,026
Bank Charges	203	179	(24)	1,480	1,072	(408)	2,143

Feather River Charter School

Budget vs Actual

For the period ended December 31, 2019

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Printing	-	109	109	-	655	655	1,311
Other Taxes and Fees	34	3,362	3,328	1,599	20,169	18,570	40,338
Management Fee	32,264	87,255	54,991	193,582	350,793	157,211	744,917
District Oversight Fee	30,896	69,245	38,350	151,968	279,583	127,616	581,145
Public Relations	-	236	236	-	1,418	1,418	2,835
Total Professional & Consulting Services	70,329	231,968	161,638	488,247	1,034,140	545,893	2,225,391
Facilities, Repairs, & Other Leases							
Rent	-	32,255	32,255	-	193,530	193,530	387,060
Equipment Leases	-	28	28	-	169	169	338
Other Leases	-	-	-	55	-	(55)	-
Repairs and Maintenance	-	4,598	4,598	640	27,589	26,949	55,177
Total Facilities, Repairs, & Other Leases	-	36,881	36,881	695	221,288	220,593	442,576
Operations & Housekeeping							
Auto and Travel Expense	629	12,968	12,338	22,465	77,805	55,340	155,611
Dues & Memberships	-	1,750	1,750	6,840	10,500	3,660	21,001
Insurance	6,392	4,860	(1,532)	80,775	29,160	(51,615)	58,320
Utilities	-	1,607	1,607	-	9,642	9,642	19,283
Communications	20	13	(7)	446	76	(370)	153
Postage and Shipping	-	1,157	1,157	-	6,939	6,939	13,878
Total Operations & Housekeeping	7,041	22,354	15,313	110,527	134,123	23,596	268,246
Depreciation							
Depreciation Expense	(3,208)	1,019	4,227	2,568	6,114	3,546	12,229
Total Depreciation	(3,208)	1,019	4,227	2,568	6,114	3,546	12,229
Interest							
Interest Expense	351	-	(351)	68,251	219,286	151,035	326,152
Total Interest	351	-	(351)	68,251	219,286	151,035	326,152
Total Expenses	\$ (216,716)	\$ 1,802,802	\$ 2,019,518	\$ 5,367,160	\$ 9,845,595	\$ 4,478,435	\$ 20,557,156
Change in Net Assets	2,489,029	690,205	1,798,825	3,872,330	177,050	5,931,020	726,196
Net Assets, Beginning of Period	1,515,454			132,154			
Net Assets, End of Period	<u>\$ 4,004,484</u>			<u>\$ 4,004,484</u>			

# Feather River Charter School

## Statement of Financial Position

December 31, 2019

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
<b>Assets</b>				
Current Assets				
Cash & Cash Equivalents	\$ 306,293	\$ 176,107	\$ 130,186	74%
Accounts Receivable	78	5,844	(5,766)	-99%
Public Funding Receivables	211,476	4,087,025	(3,875,549)	-95%
Factored Receivables	(3,822,400)	-	(3,822,400)	0%
Due To/From Related Parties	7,600,908	9,571,234	(1,970,325)	-21%
Prepaid Expenses	42,337	63,562	(21,225)	-33%
Total Current Assets	4,338,692	13,903,772	(9,565,080)	-69%
Long Term Assets				
Property & Equipment, Net	5,737	8,305	(2,568)	-31%
Deposits	128,700	130,320	(1,620)	-1%
Total Long Term Assets	134,437	138,625	(4,188)	-3%
Total Assets	\$ 4,473,129	\$ 14,042,397	\$ (9,569,268)	-68%
<b>Liabilities</b>				
Current Liabilities				
Accounts Payable	\$ 3,873	\$ 574,953	\$ (571,051)	-99%
Accrued Liabilities	298,075	707,789	(409,715)	-58%
Deferred Revenue	-	12,377,500	(12,377,500)	-100%
Notes Payable, Current Portion	41,668	125,000	(83,332)	-67%
Total Current Liabilities	343,645	13,785,243	(13,441,597)	-98%
Long Term Liabilities				
Notes Payable, Net of Current Portion	125,000	125,000	-	0%
Total Long Term Liabilities	125,000	125,000	-	0%
Total Liabilities	468,645	13,910,243	(13,441,597)	-97%
Total Net Assets	4,004,484	132,154	3,872,330	2930%
Total Liabilities and Net Assets	\$ 4,473,129	\$ 14,042,397	\$ (9,569,268)	-68%



## Feather River Charter School

### Statement of Cash Flows

For the period ended December 31, 2019

	Month Ended 12/31/2019	YTD ENDED 12/31/2019
Cash Flow From Operating Activities		
Changes in Net Assets:	\$ 2,489,029	\$ 3,872,330
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	(3,208)	2,568
Decrease/(Increase) in Operating Assets:		
Public Funding Receivable	-	3,875,549
Grants, Contributions & Pledges Receivable	(1,840,700)	3,828,166
Due from Related Parties	(1,438,334)	1,970,325
Prepaid Expenses	850	21,225
Other Assets	-	1,620
(Decrease)/Increase in Operating Liabilities		
Accounts Payable	(41,919)	(571,051)
Accrued Expenses	(75,621)	(409,715)
Deferred Revenue	-	(12,377,500)
Total Cash Flow from Operating Activities	(909,903)	213,518
Proceeds from (payments on) Long-term Debt	(20,833)	(83,332)
Total Cash Flows from Financing Activities	(20,833)	(83,332)
Change in Cash & Cash Equivalents	(930,736)	130,186
Cash & Cash Equivalents, Beginning of Period	1,237,029	176,107
Cash and Cash Equivalents, End of Period	\$ 306,293	\$ 306,293



Feather River Charter School

Accounts Payable Aging

December 31, 2019

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	2798194	11/11/2019	1/10/2020	\$ 100	\$ -	\$ -	\$ -	\$ -	\$ 100
Rainbow Resource Center	2798224	11/11/2019	1/10/2020	15	-	-	-	-	15
Rainbow Resource Center	2800165	11/14/2019	1/13/2020	86	-	-	-	-	86
Rainbow Resource Center	2800425	11/14/2019	1/13/2020	59	-	-	-	-	59
Rainbow Resource Center	2801223	11/15/2019	1/14/2020	358	-	-	-	-	358
Rainbow Resource Center	2800915	11/15/2019	1/14/2020	185	-	-	-	-	185
Alysia Hansen	39	12/15/2019	1/14/2020	1,345	-	-	-	-	1,345
Rainbow Resource Center	2801609	11/18/2019	1/17/2020	124	-	-	-	-	124
Rainbow Resource Center	2802102	11/19/2019	1/18/2020	122	-	-	-	-	122
All About Learning Press, Inc.	901394	11/21/2019	1/20/2020	91	-	-	-	-	91
All About Learning Press, Inc.	901395	11/21/2019	1/20/2020	189	-	-	-	-	189
Marci Peterson	1320	12/2/2019	1/31/2020	570	-	-	-	-	570
Beautiful Feet Books, Inc.	11419	12/5/2019	2/3/2020	155	-	-	-	-	155
Timberdoodle.com	310649	12/11/2019	2/9/2020	187	-	-	-	-	187
Math-U-See Inc.	0589755-IN	12/11/2019	2/9/2020	122	-	-	-	-	122
Home Science Tools	970656A	12/13/2019	2/11/2020	164	-	-	-	-	164
<b>Total Outstanding Payables</b>				<b>\$ 3,873</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,873</b>



# Feather River Charter School

Sacramento, CA

Financial Statements &  
Supplemental Information

Year Ended June 30, 2019



WILKINSON HADLEY  
KING & CO. LLP  
CPAs AND ADVISORS



**Feather River Charter School**  
Financial Statements & Supplemental Information  
Year Ended June 30, 2019

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## Independent Auditor's Report

To the Board of Directors  
Feather River Charter School  
Sacramento, CA

### Report on the Financial Statements

We have audited the accompanying financial statements of Feather River Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Feather River Charter School as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### Emphasis of Matter

As discussed in Note A to the financial statements, the School has adopted the provisions of FASB ASU 2016-14, Not-for-Profit Entities (Topic 958) - *Presentation of Financial Statements of Not-for-Profit Entities*. Our opinion is not modified with respect to this matter.

## **Other Matters**

### *Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying additional supplementary information, as required by the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated December 16, 2019, on our consideration of Feather River Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Feather River Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Feather River Charter School's internal control over financial reporting and compliance.

*Wilkinson Hadley King + LLP*

El Cajon, California

December 16, 2019

## Financial Statements

# Feather River Charter School

## Statement of Financial Position

June 30, 2019

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### Assets

Cash and cash equivalents	\$ 176,107
Accounts receivable	4,092,869
Accounts receivable related entity	10,277,457
Prepaid expenses	63,562
Security deposits	130,320
Property and equipment, net	8,305
Total Assets	<u>\$ 14,748,620</u>

### Liabilities and Net Assets

#### Liabilities

Accounts payable	\$ 589,373
Accrued expenses and other liabilities	693,371
Accounts payable related entity	706,223
Note payable	250,000
Short term loan payable	12,377,500
Total Liabilities	<u>14,616,467</u>

#### Net Assets

Without donor restrictions	
Undesignated	63,137
Invested in property and equipment, net of related debt	8,305
	<u>71,442</u>
With donor restrictions	
	<u>60,711</u>
Total Net Assets	<u>132,153</u>
Total Liabilities and Net Assets	<u>\$ 14,748,620</u>

The accompanying notes to the financial statements are an integral part of this statement.

# Feather River Charter School

## Statement of Activities

June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
<b>Revenue, Support, and Gains</b>			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 22,700,799	\$ -	\$ 22,700,799
Education protection account state aid	541,190	-	541,190
Transfers in lieu of property taxes	695,104	-	695,104
Total LCFF sources	23,937,093	-	23,937,093
Federal contracts and grants	-	221,845	221,845
State contracts and grants	1,131,971	1,423,427	2,555,398
Local contracts and grants	-	-	-
Donations	938	-	938
Net assets released from restriction -			
Grant restrictions satisfied	1,645,272	(1,645,272)	-
Total revenue, support, and gains	26,715,274	-	26,715,274
<b>Expenses and Losses</b>			
Program services expense	20,126,067	-	20,126,067
Supporting services expense	4,717,223	-	4,717,223
Total expenses and losses	24,843,290	-	24,843,290
<b>Change in Net Assets</b>	1,871,984	-	1,871,984
<b>Net Assets, Beginning of Year</b>	(1,739,831)	-	(1,739,831)
<b>Net Assets, End of Year</b>	\$ 132,153	\$ -	\$ 132,153

The accompanying notes to the financial statements are an integral part of this statement.



# Feather River Charter School

## Statement of Functional Expenses

June 30, 2019

	Program Services	Supporting Services		
	Educational Programs	Management and General	Fundraising and Development	Total
Salaries and Wages	\$ 7,883,259	\$ 714,767	\$ -	\$ 8,598,026
Pension expense	1,129,903	102,447	-	1,232,350
Other employee benefits	836,677	75,860	-	912,537
Payroll taxes	135,791	12,312	-	148,103
Fees for services:				-
Management	-	133,273	-	133,273
Legal	-	4,321	-	4,321
Audit	-	12,150	-	12,150
Other fees professional consulting	4,866,178	90,726	-	4,956,904
Other fees district oversight	-	719,965	-	719,965
Other fees banking and service charges	-	47,341	-	47,341
Advertising and promotion	-	5,452	-	5,452
Office expenses	118,609	-	-	118,609
Information technology	11,958	-	-	11,958
Occupancy	513,874	-	-	513,874
Travel	-	184,527	-	184,527
Conferences, conventions, and meetings	-	3,472	-	3,472
Interest	-	2,507,541	-	2,507,541
Depreciation	15,447	-	-	15,447
Insurance	-	74,234	-	74,234
Other expenses:				-
Books and supplies	3,327,814	-	-	3,327,814
Special education	1,221,924	-	-	1,221,924
Equipment rentals and repairs	64,633	-	-	64,633
Dues and memberships	-	28,387	-	28,387
Miscellaneous	-	448	-	448
Total expenses by function	20,126,067	4,717,223	-	24,843,290
Total expenses included in the expense section on the statement of activities	\$ 20,126,067	\$ 4,717,223	\$ -	\$ 24,843,290

The accompanying notes to the financial statements are an integral part of this statement.

# Feather River Charter School

## Statement of Cash Flows

June 30, 2019

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### Cash Flows from Operating Activities

Receipts from federal, state, and local contracts and grants	\$ 24,397,636
Receipts from property taxes	695,104
Receipts from contributions or donations	938
Payments for salaries, benefits and payroll taxes	(10,373,376)
Payments to vendors	(21,439,278)
Interest paid	(2,507,541)
Net Cash used for Operating Activities	<u>(9,226,517)</u>

### Cash Flows from Financing Activities

Proceeds from issuance of bonds and notes	12,627,500
Principal payments on bonds, notes and capital leases	<u>(3,514,192)</u>
Net Cash from Financing Activities	<u>9,113,308</u>

**Net Change in Cash and Cash Equivalents** (113,209)

**Cash and Cash Equivalents - Beginning of Year** 289,316

**Cash and Cash Equivalents - End of Year** \$ 176,107

### Reconciliation of Change in Net Assets to Net Cash from Operating Activities

Change in net assets	1,871,984
Adjustments to reconcile change in net assets to net cash from operating activities:	
Depreciation and amortization	15,447
Realized and unrealized (gain) loss on operating investments	
Changes in operating assets and liabilities	
Accounts receivable	(1,621,596)
Accounts receivable related entity	(7,940,062)
Prepaid expenses	63,116
Security deposits	(68,500)
Accounts payable	251,636
Accrued expenses and other liabilities	517,640
Accounts payable related entity	<u>(2,316,182)</u>
Net Cash from Operating Activities	<u><u>(9,226,517)</u></u>

The accompanying notes to the financial statements are an integral part of this statement.

# Feather River Charter School

## Notes to the Financial Statements

June 30, 2019

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### A. Organization and Significant Accounting Policies

#### *Organization*

Inspire Charter School - North (the School) was formed on January 13, 2016 as a charter school pursuant to California Education Code §47600 under a charter agreement with Winship-Robbins Elementary School District (the District). The School became a nonprofit public benefit corporation in 2016. The charter agreement was approved by Winship-Robbins Elementary School District and submitted to the California Board of Education in March of 2016. The School began operations on July 1, 2016.

Inspire Charter School - North is a tuition-free, K-12 independent study charter school. The School offers both online and offline based curricula, academically accelerated instructional program with thematic units, project-based learning, and enriched to support students who have the desire to work ahead or work deeper in their studies.

#### *Basis of Accounting*

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The Corporation uses the accrual basis of accounting, under which revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

#### *Cash and Cash Equivalents*

The School considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

#### *Accounts Receivable*

Accounts receivable consist primarily of noninterest-bearing amounts due to the School for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the School.

#### *Property and Equipment*

The School records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

**Feather River Charter School**  
Notes to the Financial Statements, Continued  
June 30, 2019

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The School reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2019.

*Investments*

The School records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

*Net Assets*

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

*Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

*Net Assets With Donor Restrictions* – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

*Revenue and Revenue Recognition*

The School recognizes revenue from sales when the products are transferred and services are provided. The school records special events revenue equal to the cost of direct benefits to donors, and contribution revenue for the difference. Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met. The schools federal, state, and local contracts and grants are conditioned upon certain performance requirements and the incurrence of allowable qualifying expense. Consequently, at June 30, 2019 there were no conditional contributions, federal, state and local contracts and grants for which no amounts had been received in advance, have not been recognized in the accompanying financial statements.

**Feather River Charter School**  
Notes to the Financial Statements, Continued  
June 30, 2019

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*Donated Services and In-Kind Contributions*

Volunteers contribute significant amounts of time to the School's program services, administrating, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2019.

*Advertising Costs*

Advertising costs are expensed as incurred, and approximated \$5,452 for the year ended June 30, 2019.

*Functional Allocation of Expenses*

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

*Income Taxes*

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2019, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2019.

The School files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

*Estimates*

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

The accompanying notes to the financial statements are an integral part of this statement.

**Feather River Charter School**  
Notes to the Financial Statements, Continued  
June 30, 2019

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*Financial Instruments and Credit Risk*

The School manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the School has not experienced losses in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies. Investments are made by diversified investment managers whose performance is monitored by the School and the investment committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year to year basis, the School believes that the investment policies and guidelines are prudent for the long-term welfare of the organization.

*Change in Accounting Principles*

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The School has implemented ASU 2016-14 and has adjusted the presentation in these financial statements accordingly.

In August 2016, FASB issued ASU 2016-15, *Statement of Cash Flows (Topic 230), Classification of Certain Cash Receipts and Cash Payments*. This guidance is intended to reduce the diversity in practice in how certain transactions are classified in the statement of cash flows. In addition, in November 2016, FASB issued ASU 2016-18, *Statement of Cash Flows (Topic 230), Restricted Cash*. This ASU provides additional guidance related to transfers between cash and restricted cash and how entities present, in their statement of cash flows, the cash receipts and cash payments that directly affect the restricted cash accounts. The School has adopted these provisions in the accompanying financial statements.

FASB Accounting Standards Codification Topic 606, *Revenue from Contracts with Customers*, as amended, supersedes or replaces nearly all GAAP revenue recognition guidance. These standards establish a new contract and control-based revenue recognition model, change the basis for deciding when revenue is recognized over time or at a point in time, and expand disclosures about revenue. The School has implemented Topic 606 and has adjusted the presentation in these financial statements accordingly.

In June 2018, FASB issued ASU 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. This standard assists entities in evaluating whether transactions should be accounted for as contributions or exchange transactions and determining whether a contribution is conditional. The School has implemented the provisions of ASU 2018-08 applicable to both contributions received and to contributions made in the accompanying financial statements under a modified prospective basis. Accordingly, there is no effect on net assets in connection with the implementation of ASU 2018-08.

The accompanying notes to the financial statements are an integral part of this statement.

**Feather River Charter School**  
Notes to the Financial Statements, Continued  
June 30, 2019

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*Subsequent Events*

The School has evaluated subsequent events through December 16, 2019, the date the financial statements were available to be issued.

**B. Liquidity and Availability**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the date of the statement of financial position, comprise the following:

Cash and cash equivalents	\$ 176,107
Accounts receivable	4,032,158
Accounts receivable related entity	10,277,457
	<u>\$ 14,485,722</u>

**C. Cash and Cash Equivalents**

Cash and cash equivalents at June 30, 2019 consisted of the following:

Cash in bank accounts	<u>\$ 176,107</u>
Total cash and cash equivalents	<u>\$ 176,107</u>

*Cash in Bank*

The remainder of the School's cash (\$176,107 as of June 30, 2019) is held in financial institutions which are either insured by the Federal Deposit Insurance School (FDIC) up to a limit of \$250,000 per depositor or certain non-interest-bearing accounts that are fully insured by the FDIC. As of June 30, 2019, the School did not hold cash in excess of the FDIC insured amounts. The School reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The School has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

The accompanying notes to the financial statements are an integral part of this statement.

**Feather River Charter School**  
Notes to the Financial Statements, Continued  
June 30, 2019

**D. Accounts Receivable**

As of June 30, 2019, accounts receivable consisted of the following:

Federal Government		
Special Education	\$	221,845
State Government		
State Aid		2,979,763
Mandated Funds		152,443
Lottery Funding		410,144
Education Protection Account		133,575
Other State Programs		124,932
Local Government		
Property tax payments		64,323
Other Local Sources		
Other local sources		5,844
Total Accounts Receivable	\$	<u>4,092,869</u>

**E. Prepaid Expenses**

As of June 30, 2019, prepaid expenses consisted of the following:

Prepaid expenses		
Vendors		28,155
Rent		35,407
Total Accounts Receivable	\$	<u>63,562</u>

**F. Property and Equipment**

Property and equipment consisted of the following at June 30, 2019:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Equipment, Furniture, and Fixtures	52,189	-	-	52,189
Total Depreciable Capital Assets	52,189	-	-	52,189
Total Capital Assets	52,189	-	-	52,189
Less Accumulated Depreciation	(28,437)	(15,447)	-	(43,884)
Capital Assets, Net	<u>23,752</u>	<u>(15,447)</u>	<u>-</u>	<u>8,305</u>

The accompanying notes to the financial statements are an integral part of this statement.



**Feather River Charter School**  
Notes to the Financial Statements, Continued  
June 30, 2019

**G. Bonds and Notes Payable**

*Short Term Loan Payable*

During the 2018-19 year the School entered into agreements with Charter School Capital (CSC), whereby CSC provided discounted cash up front secured by future accounts receivables. The receivables get collected by the School following which a payment is made to CSC. The total face value and discount of receivables is shown below.

<u>Date of Agreement</u>	<u>Face Value of Receivable</u>	<u>Discount of Receivable</u>	<u>Cash Received</u>	<u>Effective Interest Rate</u>
7/3/2018	1,244,900	84,199	1,160,701	23.74%
7/27/2018	1,220,600	85,983	1,134,617	21.07%
8/16/2018	2,205,400	177,928	2,027,472	22.97%
9/11/2018	74,400	6,599	67,801	27.44%
10/10/2018	1,102,700	98,453	1,004,247	27.16%
10/29/2018	228,800	14,293	214,507	24.54%
11/9/2018	2,533,500	220,399	2,313,101	26.91%
12/5/2018	2,781,400	250,788	2,530,612	26.76%
5/13/2019	4,007,600	341,621	3,665,979	25.38%
5/30/2019	3,681,400	415,320	3,266,080	23.43%
6/12/2019	2,025,600	267,454	1,758,146	32.13%
Total	<u>\$ 21,106,300</u>	<u>\$ 1,963,037</u>	<u>\$ 19,143,263</u>	

The amount of the short term loan that is outstanding as of June 30, 2019 is as follows:

	<u>Beginning Balance</u>	<u>New Agreements</u>	<u>Amounts Paid</u>	<u>Ending Balance</u>
2018-19 Short Term Loans	\$ 3,514,192	\$ 21,106,300	\$ 12,242,992	\$ 12,377,500

*Notes Payable*

Feather River Charter School entered into a loan agreement with California School Finance Authority during the 2018-19 year for \$250,000. The interest rate is 2.44%

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2020	\$ 124,998	\$ 4,128	\$ 129,126
2021	125,002	2,405	127,407
	<u>\$ 250,000</u>	<u>\$ 6,533</u>	<u>\$ 256,533</u>

The accompanying notes to the financial statements are an integral part of this statement.

**Feather River Charter School**  
Notes to the Financial Statements, Continued  
June 30, 2019

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**H. Leases**

On January 4, 2016 the School entered into a lease agreement with BC Properties for use of facilities. The agreement does not contain a purchase option and does not meet the requirements for capitalization. As such, the lease has not been recorded on the statement of financial position. The agreement provides for monthly payments from \$7,553 to \$12,322 for a period of 60 months. Future minimum lease payments under the agreement are as follows:

<u>Year Ended June 30</u>	<u>Operating Leases</u>
2020	\$ 145,085
2021	86,254
Total minimum lease payments	<u>\$ 231,339</u>

**I. Employee Retirement System**

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

1. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
2. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
3. If the Schools choose to stop participating in some of its multi-employer plans, the Schools may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The Schools participation in these plans for the fiscal year ended June 30, 2019, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2019, 2018 and 2017 is for the plan's year-end at June 30, 2019, 2018 and 2017, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

*Period to Period Comparability:*

Feather River Charter School's CalSTRS contributions are not comparable year to year because the school has significantly grown each year.

The accompanying notes to the financial statements are an integral part of this statement.

**Feather River Charter School**  
Notes to the Financial Statements, Continued  
June 30, 2019

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented
		2019	2018	2017	
		2019	2018	2017	
CalSTRS	51024	Yellow	Yellow	Yellow	No

Pension Fund	Contributions			Number of Employees	Surcharge Imposed
	2019	2018	2017		
CalSTRS	\$ 1,232,350	\$ 591,803	\$ 423,572	135	No
Total	\$ 1,232,350	\$ 591,803	\$ 423,572	135	

**CalSTRS:**

The School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2019, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 16.28% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2019 the State contributed \$1,166,645 (15.412% of certificated salaries) on behalf of the School.

**J. Related Party Transactions**

Related parties as defined by generally accepted accounting standards include:

1. Affiliates of the entity,
2. Management and members of their immediate families, or
3. Other parties that can significantly influence management or operating policies.

Cabrillo Charter School, Clarksville Charter School, Feather River Charter School, Heartland Charter School, Inspire Charter School Central, Inspire Charter School Kern, Inspire Charter School Los Angeles, Pacific Coast Academy, Inspire District Office, Inspire Foundation and Jitterbug Learning are related parties through common executive leadership and activities. These organizations utilize efficiency in purchasing and payroll through macro transactions that benefit all the schools within the Inspire umbrella and then having each individual school be responsible for their portion. This saves money through eliminating extra intermediary costs and lets the group utilize discounted bulk purchasing options.

The accompanying notes to the financial statements are an integral part of this statement.

**Feather River Charter School**  
Notes to the Financial Statements, Continued  
June 30, 2019

As of June 30, 2019 the following amounts are due from other locations to Feather River Charter School:

<u>Affiliated Organization</u>	<u>Receivable</u>	<u>Purpose</u>	<u>Repayment Term</u>
Inspire Charter School Los Angeles	\$ 4,353,093	Expenses and support	Due within 90 days
Inspire Charter School Kern	335,766	Expenses and support	Due within 90 days
Inspire Charter School Central	804,404	Expenses and support	Due within 90 days
Clarksville Charter School	90,450	Expenses and support	Due within 90 days
Inspire District Office	2,673,335	Expenses and support	Due within 90 days
Inspire Foundation	241,000	Expenses and support	Due within 90 days
Heartland Charter School	1,779,408	Expenses and support	Due within 90 days
Total	<u>\$ 10,277,456</u>		

As of June 30, 2019 the following amounts are owed to other location from Feather River Charter School:

<u>Affiliated Organization</u>	<u>Payable</u>	<u>Purpose</u>	<u>Repayment Term</u>
Cabrillo Charter School	\$ 229,727	Expenses and support	Due within 90 days
Inspire Charter School Winship	102,828	Expenses and support	Due within 90 days
Pacific Coast Academy	323,668	Expenses and support	Due within 90 days
Jitterbug Learning	50,000	Expenses and support	Due within 90 days
Total	<u>\$ 706,223</u>		

#### **K. Upcoming Changes in Accounting Pronouncements**

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective during the 2019-20 fiscal year:

1. FASB ASU 2019-04 *Codification Improvements to Topic 326, Financial Instruments – Credit Losses, Topic 815, Derivatives and Hedging, and Topic 825, Financial Instruments*
2. FASB ASU 2018-20 *Leases (Topic 842): Narrow-Scope Improvements for Lessors*
3. FASB ASU 2018-16 *Derivatives and Hedging (Topic 815): Inclusion of the Secured Overnight Financing Rate (SOFR) Overnight Index Swap (OIS) Rate as a benchmark Interest Rate for Hedge Accounting Purposes*
4. FASB ASU 2018-11 *Leases (Topic 842): Targeted Improvements*
5. FASB ASU 2018-10 *Improvements to Topic 842, Leases*
6. FASB ASU 2018-09 *Codification Improvements*
7. FASB ASU 2018-08 *Not-For-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*
8. FASB ASU 2018-02 *Income Statement – Reporting Comprehensive Income (Topic 220): Reclassification of Certain Tax Effects from Accumulated Other Comprehensive Income*
9. FASB ASU 2018-01 *Leases (Topic 842): Land Easement Practical Expedient for Transition to Topic 842*
10. FASB ASU 2017-15 *Codification Improvements to Topic 995, U.S. Steamship Entities: Elimination of Topic 995*

The accompanying notes to the financial statements are an integral part of this statement.

**Feather River Charter School**  
Notes to the Financial Statements, Continued  
June 30, 2019

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11. FASB ASU 2017-12 *Derivatives and Hedging (Topic 815): Targeted Improvements to Accounting for Hedging Activities*
12. FASB ASU 2017-10 *Service Concession Arrangements (Topic 853): Determining the Customer of the Operation Services*
13. FASB ASU 2017-07 *Compensation – Retirement Benefits (Topic 715): Improving the Presentation of Net Periodic Pension Cost and Net Periodic Postretirement Benefit Cost*
14. FASB ASU 2017-06 *Plan Accounting: Defined Benefit Pension Plans (Topic 960), Defined Contribution Pension Plans (Topic 962), Health and Welfare Benefit Plans (Topic 965): Employee Benefit Plan Master Trust Reporting*
15. FASB ASU 2017-01 *Business Combinations (Topic 805): Clarifying the Definition of a Business*
16. FASB ASU 2016-18 *Statement of Cash Flows (Topic 230): Restricted Cash*
17. FASB ASU 2016-15 *Statement of Cash Flows (Topic 230): Classification of Certain Cash Receipts and Cash Payments*
18. FASB ASU 2016-02 *Leases (Topic 842)*

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the 2019-20 fiscal year will not impact the financial accounting or presentation for the School.

The accompanying notes to the financial statements are an integral part of this statement.

## Supplementary Information

# Feather River Charter School

## Organization Structure

June 30, 2019

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Inspire Charter School – North (Charter #1801) was established in 2016. The authorizing entity is Winship-Robbins Elementary School District.

### **GOVERNING BOARD**

---

<b>Name</b>	<b>Office</b>	<b>Term and Term Expiration</b>
Suzanne Nunnink	President	Two Year Term Expires June 30, 2020
Faith Ford	Chairman	Two Year Term Expires June 30, 2020
Elizabeth Pratt	Treasurer	Two Year Term Expires June 30, 2020

### **ADMINISTRATION**

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Julie Haycock  
Principal

Jenell Sherman  
Assistant Principal

See accompanying notes to supplementary information.

**Feather River Charter School**  
Schedule of Average Daily Attendance  
Year Ended June 30, 2019

---

	Second Period Report		Annual Report	
	Original EDC62A78	Revised N/A	Original 567C87DD	Revised N/A
Non-Classroom Based Attendance				
Grades TK/K-3	1,180.59	N/A	1,192.23	N/A
Grades 4-6	673.39	N/A	670.46	N/A
Grades 7-8	415.06	N/A	412.79	N/A
Grades 9-12	436.91	N/A	434.68	N/A
Total Non-Classroom Based Attendance	2,705.95	N/A	2,710.16	N/A
Total ADA	2,705.95	N/A	2,710.16	N/A

See accompanying notes to supplementary information.



## Feather River Charter School

### Schedule of Instructional Time

Year Ended June 30, 2019

---

Grade Level	Minutes Requirement	2018-19 Actual Minutes	Number of Traditional Days	Status
Track A	N/A	N/A	180	Complied
Track B	N/A	N/A	181	Complied
Track C	N/A	N/A	175	Complied

See accompanying notes to supplementary information.

**Feather River Charter School**  
Schedule of Financial Trends and Analysis  
Year Ended June 30, 2019

---

	Budget 2020	2019	2018	2017
Revenues	\$ 21,283,352	\$ 26,715,274	\$ 15,415,151	\$ 7,280,275
Expenses	20,557,156	24,843,290	13,864,684	10,063,064
Change in Net Assets	<u>726,196</u>	<u>1,871,984</u>	<u>1,550,467</u>	<u>(2,782,789)</u>
Ending Net Assets	<u>\$ 858,349</u>	<u>\$ 132,153</u>	<u>\$ (1,739,831)</u>	<u>\$(3,290,298)</u>
Unrestricted Net Assets	<u>\$ 858,349</u>	<u>\$ 71,442</u>	<u>\$ (1,739,831)</u>	<u>\$(3,290,298)</u>
Unrestricted net assets as a percentage of total expenses	<u>4.18%</u>	<u>0.29%</u>	<u>-12.55%</u>	<u>-32.70%</u>
Total Long Term Debt	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
ADA at P2	<u>2,122</u>	<u>2,706</u>	<u>1,654</u>	<u>761</u>

The School's ending net assets has increased by \$3,422,451 (104%) over the past three fiscal years. The significant increase is due to growing student population. The average daily attendance (ADA) reported by the School has increased by 1,945 (255.58%) over the past three. The 2019-20 fiscal year budget projects an increase in net assets of \$726,196 (549.51%) and a decrease in ADA of 584 (21.58%).

See accompanying notes to supplementary information.

## Feather River Charter School

### Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements Year Ended June 30, 2019

---

June 30, 2019 annual financial alternative form net assets:	\$	71,299
Adjustments and reclassifications:		
Understatement of accounts receivable		766,934
Understatement of other assets		144
Understatement of accounts payable		(1,414,014)
Overstatement of loans and long term liabilities		707,789
Rounding		<u>1</u>
Total adjustments and reclassifications		<u>60,854</u>
June 30, 2019 audited financial statements net assets:	\$	<u><u>132,153</u></u>

See accompanying notes to supplementary information.

# Feather River Charter School

## Notes to Supplementary Information Year Ended June 30, 2019

---

### **A. Purpose of Schedules**

#### Organization Structure

This schedule provides information about the schools' charter numbers, district of authorization, members of the governing board, and members of administration.

#### Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

#### Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether they complied with the provisions of Education Code Sections 46200 through 46206. Charter schools must maintain their instructional minutes at the 1986-87 requirements as adjusted by Education Code sections later adopted. The schools neither met nor exceeded their LCFF target.

#### Schedule of Financial Trends and Analysis

Budget information for 2020 is presented for analysis purposes only and is based on estimates of the 2019-20 fiscal year. The information has not been subject to audit.

This schedule discloses the School's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the School's ability to continue as a going concern for a reasonable period of time.

#### Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Forms prepared by the schools to the net assets reported in the audited financial statements.

## Other Independent Auditors' Reports

Independent Auditor's Report on Internal Control Over Financial Reporting  
and on Compliance and Other Matters Based on an Audit of Financial  
Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors  
Feather River Charter School  
Sacramento, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Feather River Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 16, 2019.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Feather River Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Feather River Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Feather River Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Feather River Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King + Co LLP

El Cajon, California  
December 16, 2019

## Independent Auditor's Report on State Compliance

To the Board of Directors  
Feather River Charter School  
Sacramento, CA

### Report on State Compliance

We have audited the Corporation's compliance with the types of compliance requirements described in the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810, that could have a direct and material effect on each of the school's state programs identified below for the fiscal year ended June 30, 2019.

### Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

### Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit Guide *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the State's audit guide *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Corporation's compliance with those requirements.



In connection with the audit referred to above, we selected and tested transactions and records to determine the school's compliance with state laws and regulations applicable to the following items:

Description	Procedures Performed
<b>Local Education Agencies Other Than Charter Schools</b>	
A. Attendance.....	N/A
B. Teacher Certification and Misassignments.....	N/A
C. Kindergarten Continuance.....	N/A
D. Independent Study.....	N/A
E. Continuation Education.....	N/A
F. Instructional Time.....	N/A
G. Instructional Materials.....	N/A
H. Ratio of Administrative Employees to Teachers.....	N/A
I. Classroom Teacher Salaries.....	N/A
J. Early Retirement Incentive.....	N/A
K. Gann Limit Calculation.....	N/A
L. School Accountability Report Card.....	N/A
M. Juvenile Court Schools.....	N/A
N. Middle or Early College High Schools.....	N/A
O. K-3 Grade Span Adjustment.....	N/A
P. Transportation Maintenance of Effort.....	N/A
Q. Apprenticeship: Related and Supplemental Instruction.....	N/A
R. Comprehensive School Safety Plan.....	N/A
S. District of Choice.....	N/A
<b>School Districts, County Offices of Education, and Charter Schools</b>	
T. California Clean Energy Jobs Act.....	N/A
U. After/Before School Education and Safety Program.....	N/A
V. Proper Expenditure of Education Protection Account Funds.....	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
X. Local Control and Accountability Plan.....	Yes
Y. Independent Study - Course Based.....	N/A
<b>Charter Schools</b>	
AA. Attendance.....	Yes
BB. Mode of Instruction.....	Yes
CC. Nonclassroom Based Instruction/Independent Study.....	Yes
DD. Determination of Funding for Nonclassroom Based Instruction.....	Yes
EE. Annual Instructional Minutes - Classroom Based.....	N/A
FF. Charter School Facility Grant Program.....	N/A

The term N/A is used above to mean either the school did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

## **Opinion on State Compliance**

In our opinion, Feather River Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2019.

## **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Accordingly, this report is not suitable for any other purpose.

*Wilkinson Hadley King + Collier*

El Cajon, California  
December 16, 2019

## Auditor's Results, Findings & Recommendations

# Feather River Charter School

## Schedule of Auditor's Results

Year Ended June 30, 2019

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### FINANCIAL STATEMENTS

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

One or more material weakness(es) identified?

           Yes          X     No

One or more significant deficiencies identified that are  
not considered material weakness(es)?

           Yes          X     No

Noncompliance material to financial statements noted?

           Yes          X     No

### STATE AWARDS

Any audit findings disclosed that are required to be reported  
in accordance with *2018-19 Guide for Annual Audits  
of California K-12 Local Education Agencies?*

           Yes          X     No

Type of auditor's report issued on compliance for state programs:

Unmodified

**Feather River Charter School**  
Schedule of Findings and Questioned Costs  
Year Ended June 30, 2019

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

**A. Financial Statement Findings**

There are no findings to report.

**B. State Award Findings**

There are no findings to report.

**Feather River Charter School**  
Schedule of Prior Year Audit Findings  
Year Ended June 30, 2019

---

Finding/Recommendation	Status	Explanation if Not Implemented
There were no findings reported in the prior year audit.	N/A	N/A

# Feather River - Jenell Sherman - December 2019

Date	First Name	Last Name	Merchant Name	Amount	Budget	Receipt?	Notes	Scope	Category
12/10/2019	Jenell	Sherman	TJ Maxx	\$38.73	Feather River	Y		Feather River	
12/6/2019	Jenell	Sherman	TJ Maxx	(\$68.85)	Feather River	Y		Clarksville	Meetings
12/6/2019	Jenell	Sherman	Airport	(\$58.00)	Feather River	Y	Parking at airport	Feather River	Flights

**Total** (\$88.12)

# **INSPIRE CHARTER SCHOOL - NORTH**

## **CONFLICT OF INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby adopted and incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Inspire Charter School - North. This code shall take effect when approved by the Sutter County Board of Supervisors, and shall thereupon supersede any and all prior such codes adopted by Inspire Charter School - North, but shall supplement any conflict of interest policies adopted in compliance with the laws governing nonprofit corporations.

Individuals holding designated positions shall file statements of economic interests with the Secretary of Inspire Charter School - North. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Sutter County Board of Supervisors. Original statements for all other designated employees shall be retained by the Secretary. All retained statements shall be available for public inspection and reproduction. (Government Code § 81008.)



## APPENDIX A

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
President/CEO	1, 2
Principal/Superintendent	1,2
Assistant Director(s)	3
Verification Specialists	3
Teachers	3
Regional Coordinators	3
Senior Director of Special Education	3
Regional Director of Special Education	3
Assistant Director of Special Education	3

The Principal or designee may determine in writing that a particular consultant or newly created position as set forth in 2 Cal. Code Regs. § 18219, that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest is hired to perform a range of duties that is limited in scope and thus the broadest disclosure is not necessary. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Principal or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

## **APPENDIX B**

### **Disclosure Categories**

#### **Category 1 Reporting:**

Designated positions assigned to this category must report:

Interests in real property located in whole or in part within two (2) miles of any facility owned or leased by Inspire Charter School - North.

#### **Category 2 Reporting:**

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by Inspire Charter School - North.

#### **Category 3 Reporting:**

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by the designated person's department, including, for example, vendors providing such goods and services to be utilized in the instruction of students.

AB 2601 (2018) amended the California Healthy Youth Act (CHYA) to require that charter schools in California provide students with inclusive and comprehensive sexual health education and HIV prevention education (Education Code §§ 51930-51939). CHYA education must be provided at least once in middle school and at least once in high school. At our school, 8<sup>th</sup> grade (middle school) and 9<sup>th</sup> grade (high school). The law additionally requires instruction be inclusive of all genders, sexual orientations, abilities, races, and cultural backgrounds and present medically accurate and unbiased information.

The school will send a letter to parents/guardians that explains their right to review the curriculum prior to instruction and their right to excuse their child from the instruction. The letter includes the following information:

- Comprehensive sexual health and HIV prevention instruction is provided by trained classroom teachers or community-based health educators.
- All content complies with California Healthy Youth Act and CA Education Code requirements.
- When the instruction will be implemented at their child's school.
- Where parents/guardians can review instructional materials at their child's school.
- That parents/guardians may notify the school in writing if they wish to excuse their child from the instruction.

Parents or guardians may excuse their child from the sexual health instruction for this school year by providing a written note in their preferred language to their child's teacher. The note should simply state that they are excusing their child from the instruction, include their child's name, and be signed by the parent or guardian. There is no need for any explanation or reason to be stated in this note.

Districts may choose a curriculum to use to meet the requirements of the new law. The school will use ***Rights, Respect, Responsibility*** (3Rs). This is a comprehensive sexual health curriculum that complies with [the State of California's CA Healthy Youth Act](#) requirements. This curriculum was vetted by a team of experts prior to being approved by our program's Sexual Health Education Advisory Team. The 3Rs lessons were authored by [Advocates for Youth](#), who is funded and supported by the Centers for Disease Control and Prevention and who collaborates with the California Department of Education to implement medically accurate sexuality education statewide. This curriculum is open for [public review](#).

Inspire Charter School — North Feather River Charter School

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Submitted to Winship-Robbins Elementary School District

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Material Revision Submitted: ~~November 12, 2015~~ October 15, 2019

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- B. Articles of Incorporation
- C. Amended Bylaws and Conflict of Interest Code
- D. 2016-2017-2019-2020 School Calendar
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## AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we, ~~Jenell Sherman and Julie Haycock~~~~Herbert Nichols and Kimmi Buzzard~~, hereby certify that the information submitted in this petition for a California public charter school to be named ~~Inspire Charter School~~~~Feather River Charter School~~ ("~~ICS~~~~FRCS~~" or the "Charter School"), ~~to be operated by Inspire Charter Schools, and to be~~ authorized by the Winship-Robbins Elementary School District (the "District") is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

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

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30



days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

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

<u>Herbert Nichols</u>	<u>11-10-15</u>
Herbert Nichols	Date
<u>Kimmi Buzzard</u>	<u>11-10-15</u>
Kimmi Buzzard	Date

**By the Lead Petitioners:**

<u>Jenell Sherman</u>	<u>[Signature]</u>	<u>10/15/19</u>
Name	Signature	Date
<u>Julie Haycock</u>	<u>[Signature]</u>	<u>10/15/19</u>
Name	Signature	Date

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## INTRODUCTION

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

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

~~Feather River Charter School~~~~Inspire Charter School — North (ICSFRCS)~~ fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the Charter School will:

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

## I. FOUNDING GROUPBOARD MEMBERS & SCHOOL FACULTY

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

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

**Co-Lead Petitioner – Jenell Sherman:** Jenell Sherman has enjoyed serving in the field of education for over 20 years. She graduated with a Bachelor of Arts in Child Development from CSU Sacramento where she was also an active member of the Waterski and Wakeboard Team. She found her love of leadership, creativity and planning events there as President of the team and hosting the Collegiate Nationals Tournament. She has always enjoyed working with children, so it was a natural choice to focus her studies in the field of education and completed her multiple subject credential. Jenell volunteered in several classrooms, taught waterski camp for six years, and taught PE, 6<sup>th</sup> and 3<sup>rd</sup> grades at a local elementary school. She then moved to a local charter school to work with independent study high school students and homeschool families, where she stayed for 15 years.

Jenell has led many professional learning teams, written curriculum, loves creating organizational pieces for teachers and families and planned large school events and fundraisers. In her current school, Jenell has developed and grown a successful preferred vendor program, initiated and helped launch a performing arts program, worked as a Regional Coordinator overseeing groups of teachers and currently serves as one of the Senior Directors in Northern California. Supporting homeschool families and educational choice as well as helping teachers grow into strong leaders has become a passion, not just a job, and she is so thankful to work at a school that treasures the heart of homeschool.

~~**Co-Lead Petitioner – Kimmi Buzzard:** Kimmi Buzzard currently serves as Director of School Growth. Prior to coming to Inspire in the Winter of 2014, Mrs. Buzzard served as a virtual education teacher for six years. Kimmi received her BA from the University of California, Irvine in Social Science with a double minor in History and Education and later earned her Multiple Subject Teaching Credential from National University. Mrs. Buzzard has also served as a Lead Teacher/Program Coordinator for a site-based elementary school in Santa Ana, California.~~

**Co-Lead Petitioner – Julie Haycock:** Julie Haycock has been in the education field for 30 years. For the first 11 years of her career, she served as an elementary school teacher in a traditional classroom, before transitioning into charter schools. Her charter school experience has been in

independent study/home school based charters, first as a homeschool teacher, then into administration. She has participated in several leadership training programs, as well as Chief Business Office Training. She has a Bachelor of Arts Degree in Communications. Julie possesses a California Clear Multiple Subject Credential as well as a California Clear Administrative Services Credential.

Julie is passionate about education, specifically in providing quality programs that meet the needs of each individual student. Her strengths include finding new ways to improve school-wide processes, staff development, leadership training, and helping develop leaders within the organization. Her passions include working with homeschool parents and teachers to seek opportunities to enrich their education, and on building relationships within the charter school community as well as connecting with other organizations to support education.

#### **Current Board Members:**

**Board President - Suzanne Nunnink:** Ms. Nunnink is a homeschooling mom of six children grades TK-9th in Meadow Vista, California. She began homeschooling in 2002 and has experience with lesson planning, curriculum selection and instruction, coordinating educational activities, and assessing student progress. She is passionate about teaching math, history, science, home economics, and art. Ms. Nunnink is an advocate for learning through hands-on experiences. Prior to homeschooling, Ms. Nunnink worked as a pharmacy technician.

**Board Secretary - Dave Brockmyer:** Mr. Brockmyer is a software developer and security expert in Folsom, California. He is currently the Director of Information Security Engineering & Operations at VSP Global where he is responsible for leading the rearchitecture of the security operation. He also leads Security Incident detection and response, IAM, Vulnerability Management, Data Loss Prevention, endpoint security, network security. Mr. Brockmyer spent 21 years working at Intel Corporation in various roles including data security management and systems engineering. Mr. Brockmyer is a graduate of Purdue University with a Bachelor of Science in Computer Science.

**Board Member - Shankari Arcot:** Ms. Arcot is a homeschool parent and research manager at Acquisition Partners in El Dorado Hills, California. She is passionate about the integrity of education and preserving parent choice. Ms. Arcot is a graduate of Sri Sarada College where she received a Bachelor's degree in English Language and Literature.

**Board Member - Shirley Montalvo:** Ms. Montalvo is a versatile and creative entrepreneur in Sacramento, California who brings experience in marketing, sales, promotions, broadcasting, news media, and variety shows. She currently works in Business Development at CSL Solutions. Ms. Montalvo is a graduate of San Diego State University and in her free time enjoys volunteering for the Young Life organization.

**Board Member - Shannon Milligan:** Ms. Milligan is a mother of three children whom she homeschools. She previously worked as a gardening teacher at Live Oak Waldorf School in

Meadow Vista, California. While living in Southern California, she taught third grade for four years at St. Joseph Elementary School in Long Beach and was a substitute teacher for K-12 in the Bellflower Unified School District. Ms. Milligan is a graduate of California State University, Long Beach where she received her multiple subject teaching credential and a Bachelor's degree in Art Education.

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

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

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

**Board Treasurer — Marc McPhee:** Mr. McPhee is a National Board-Certified Teacher at Teacher Prep Academy in San Fernando, California. Marc has served as a Technology Coordinator for several schools and as a school Media Arts Librarian as well. Mr. McPhee received his Master of Arts in School Librarianship from California State University of Long Beach in 2003. During his time in the Los Angeles Unified School District he has consistently served as a Mentor Teacher and BTSA Support Provider for newer teachers.

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**Board Secretary — Julia Umana:** Julia Umana has a Master of Arts in Education major in Curriculum and Instruction from the University of Phoenix and has two Bachelor's Degrees from California State University Northridge—one in Spanish major in Spanish Language and Culture and in Liberal Arts major in Spanish. She has worked as a pre-school and elementary bilingual teacher and also as a parent facilitator helping parents understand the Department of Children and Family Services system. Julia is also a foster parent for the DCFS that provides support to parents and aid children in placement to understand their removal from their home making sure they have a safe and secure home for them during this time. Currently, she is the Director/Owner and Lead Teacher for the Umana Family Child Care, a Los Angeles Universal Preschool program that provides early education to preschool children, promoting discipline and preparing them for Kindergarten while providing parents with information and training on

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parenting skills.

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

#### **Former Founding Board Members — New School Employees:**

**Director of School Support/Principal — Cristino Alcalá:** Currently serving as Principal of Inspire Charter School, the first Independent Study charter school founded by Inspire Charter Schools. Prior to this, he was the Founding Principal of the ASE, a STEM themed charter high school. As Principal Mr. 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.

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

**Director of Secondary Education — 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

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team of teachers that founded Student Empowerment Academy (SEA), and served as the Lead Teacher and New Technology's Site Advocate for three years.

#### **Charter School Development Center**

**Senior Operating Director — 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 Summer bridge 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.

#### **Ongoing Support and Assistance:**

##### **Charter School Development Center**

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

##### **Young, Minney & Corr, LLP**

As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation, including charter petitions and negotiations, MOUs, non-profit incorporation, board

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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.

#### Procopio, Cory, Hargreaves & Savitch LLP

Procopio is a full-service law firm with experience in charter school, public education and nonprofit corporation law. Procopio offers all the benefits of a full-service law firm with knowledge of the particular needs and nuances of charter schools, including:

- Facilities Development and Public Financing
- Petitions, Renewals and Appeals
- Entity Formation and Tax Exemption
- Governance
- Litigation
- Legislative Advocacy
- Labor and Employment
- Special Education Organizations

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## II. ELEMENT ONE: EDUCATIONAL PROGRAM

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*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

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

### Educational Philosophy

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#### Whom The School Is Attempting To Educate:

The Charter School will serve approximately 300 students in grades K-12 in its first year of operation. All pupils will meet the minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile.

We expect the demographics to be consistent with the data from Sutter County and adjacent counties. Approximately, 16.9% students are English learners, 63.2% students are eligible for Free and Reduced Meals, and 11.4% students have Individualized Education Plans.

In addition, we expect the racial and ethnic demographics to be consistent with the data from Sutter County. Approximately, 37.9% Hispanic and Latino, 2.2% Black or African American, 39.2% White, 12.6% Asian, .5% Filipino, and .9% American Indian or Alaska Native.

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

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

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

#### Projected Five-Year Growth Plan:

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

### What it means to be an educated person in the 21<sup>st</sup> Century

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

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

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

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

Proficiency in the above skills will give students the knowledge and skills they will need in typical 21<sup>st</sup> century communities and workplaces. As P-21 indicates, students with these skills are ready

to “successfully face rigorous higher education coursework, career challenges and globally competitive workforces.” The 4Cs are embedded in the CCSS and CCS and in ~~Inspire Charter School~~ Feather River Charter School’s instructional delivery model. Students cannot avoid communication as they might in lecture-based formats – they must communicate with teachers and with peers using virtual (and phone and in-person) conversations. ~~Inspire Charter School~~ Feather River Charter School will embed collaboration through selected projects in which students must work in teams. Just as in the modern work world, students will learn to use electronic technology, including Internet- and phone-based communication to collaborate across distance to accomplish their projects. As a result, it is ~~Inspire Charter School~~ Feather River Charter School’s aim that students graduating from the Charter School demonstrate the four core characteristics of an educated person in the 21<sup>st</sup> Century:

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

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

#### How Learning Best Occurs

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

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

- Are in a supportive, caring, and safe environment.

### **Educational Program**

#### **Overview:**

Feather River prides itself on the proficiency-based learning model being implemented through instructional pathways. FRCS provides the following instructional pathways as options for students to have a truly personalized education:

- Online pathway (Grades K-12)
- Textbook pathway (Grades K-12)
- Custom-designed pathway (Grades K-12)

The **online pathway** gives students flexibility as well as structured support through 100% web-based curriculum, such as Edgenuity. The online platforms combine direct-instruction content, rigorous assignments, assessments, and progress tracking tools to ensure students achieve subject-area mastery. The **textbook pathway** utilizes a conventional textbook package, such as McGraw-Hill, in which course readings and assignments can be completed almost completely offline. Students in high school can opt to complete their coursework in packets to efficiently interact with content with minimal distraction. The **custom-designed pathway** is a customizable learning program that allows families to choose curriculum and classes that fit their specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher and curriculum coaches to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with CCSS checklists to verify course completion.

Our instructional pathways employ online learning methods, rich curriculum, project-based learning, unique and specialized education opportunities, and technology-based applications in our independent study program to address the diverse needs of the student population and connect learning to student interests and learning styles. FRCS teachers lead students through specific learning tasks to demonstrate mastery of each subject. Highly-qualified high school teachers in all instructional pathways hold daily virtual instruction opportunities and office hours. The curricula, in conjunction with personalized instruction, help students become proficient in CCSS and prepare for college and career.

FRCS uses several online learning platforms to meet the diverse learning needs of our students. K12/Fuel Education is used primarily by students in grades K-8<sup>th</sup> and Odysseyware primarily grades 3<sup>rd</sup>-8<sup>th</sup>. Edgenuity and StrongMind offer courses for students in grades 6<sup>th</sup>-12<sup>th</sup>

FRCS allocates each student with a curriculum funds account from which teachers select and approve curriculum, tutoring services, technology items, and enrichment classes to fit each student's goals. Teachers consider students' learning styles and interests when determining each

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student's instructional plan. Curriculum costs vary, but each student's allotment of curriculum funds covers the learning pathways.

For students in grades 9<sup>th</sup>-12<sup>th</sup>, FRCS's graduation pathway allows for students to choose courses based on academic, career, and personal interests. The graduation requirements help students prepare to enter the workforce, attend community college, or enter military service directly after high school. The FRCS graduation requirements allow students to have greater flexibility in the classes they take and allow students to explore individual interests.

<u>Subject Area</u>	<u>Graduation Requirements</u>	<u>Total Credits</u>
<u>Social Studies</u>	<u>6 semester courses</u> <i>(Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)</i>	<u>30</u>
<u>English</u>	<u>6 semester courses</u>	<u>30</u>
<u>Math</u>	<u>4 semester courses</u> <i>(Algebra 1 must be completed)</i>	<u>20</u>
<u>Science</u>	<u>4 semester courses</u> <i>(Must include 1 year of Physical Science and 1 year of Life Science)</i>	<u>20</u>
<u>Visual &amp; Performing Arts</u>	<u>2 semester courses</u>	<u>10</u>
<u>World Language</u>		
<u>Electives</u>	<u>18 semester courses</u>	<u>90</u>
<u>Total =</u>		<u>200 Credits</u>

Students who plan to apply to a 4-year college right after high school graduation will need to meet A-G requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The A-G requirements are summarized below:

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<u>A-G</u>	<u>Subject Area</u>	<u>Subject Requirement</u>
<u>A</u>	<u>History   Social Science</u>	<u>2 years</u> <i>(1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)</i>
<u>B</u>	<u>English</u>	<u>4 years</u>
<u>C</u>	<u>Mathematics</u>	<u>3 years</u> <i>(Algebra or higher)</i>
<u>D</u>	<u>Laboratory Science</u>	<u>2 years</u> <i>(At least 2 of the 3 disciplines of Biology, Chemistry, and Physics)</i>
<u>E</u>	<u>Language Other Than English</u>	<u>2 years</u> <i>(Must be 2 years of the same language)</i>
<u>F</u>	<u>Visual &amp; Performing Arts</u>	<u>1 year</u>
<u>G</u>	<u>College-Preparatory Elective</u>	<u>1 year</u>

FRCS teachers, support staff, and counselors advise students on A-G requirements and help students schedule courses based on their individual goals. Counselors monitor the completion of A-G requirements. Teachers and counselors revise graduation plans according to individual student goals and needs.

Inspire Charter School prides itself on the proficiency-based learning model being implemented with the award-winning K12 curriculum for students in grades kindergarten through eighth grade. Our high school students will be engaged in the state-of-the-art Apex curriculum, which is A-G UC approved. The school will employ online learning methods, rich curriculum, and technology-based applications in our independent study program. Inspire Charter Schools's core curricula, K12 and Apex, are aligned with the needs of the student population. Their built-in options for

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~~meeting students' diverse needs help students become proficient at the CCSS, CCS and Next Generation Science Standards. ICS teachers lead students through specific learning tasks to demonstrate mastery of each subject.~~

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

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

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

### Personalized Support

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

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

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

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

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complete their tasks.

Assessment data guides each student's individual learning plan and instruction. Students in grades K-12 will be assessed three times a year with ~~the DIBELS (Dynamic Indicators of Basic Early Literacy Skills)~~ the Star 360 assessments. Early childhood literacy skills such as phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary and comprehension are tested in grades TK-2. ~~This-These benchmark diagnostics~~ helps teachers and schools determine how students are performing on important ~~reading-ELA and Math~~ skills.

### Program Structure

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

~~ICSFRCS~~ teachers create Individualized Learning Plans (ILP) for students each semester. Each student's ILP describes the daily lessons to be completed during a specified time frame and can be modified at any time. For example, students will be taking a ~~Scantron Performance Assessment~~ ~~Star 360 benchmark diagnostic assessment~~, a computer adaptive test that lets you quickly pinpoint the proficiency level of students, across a range of subject. With that data, teachers build an individualized learning path for that student. In this way, teachers can target specific learning objectives ~~and~~ standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs help students to progress quickly. The students in grades 3-8 will take this assessment in the Fall and Spring.

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

Teachers can provide instruction either in person or online through ~~Blackboard Collaborate or Jigsaw Meeting~~ ~~web-conference~~, which are powerful tools both for teacher collaboration and for instruction with platforms for video, voice, text, and a shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to

student and family preference, including libraries, and the student's place of residence

### Record Keeping System for Online Courses

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

### Research-based Instructional Strategies

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

- All curricula make use of Marzano's highest-yielding instructional strategies: identifying similarities and differences. Our curricula utilize this instructional strategy in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- ~~Apex and K12~~ ~~Teachers often~~ provide study guides and other resources that students can use to take notes and organize their learning.
- All curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise, displaying -student work, individual conferences, honoring individual learning styles, Student of the Month, Spelling Bee, Math Field Day, and Science and Engineering Fairs.
- All curricula utilize student practice, a crucial component of the lesson delivery. Students receive instant feedback on their level of proficiency of these learning objectives.
- All curricula provide students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
- All curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
- All curricula provide learning objectives at the lesson and/or unit level.
- All curricula challenge students to generate and test hypotheses in science labs and experiments.
- ~~Apex and K12~~ ~~Many FRCS curricula~~ frontload learning by providing new vocabulary words and definitions at the start of lessons.

### Research-based for Online Learning

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially and more students and educators here become familiar

with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunity, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

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

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

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

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

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

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

- Online Learning Expands Options: "The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners." (p.7)
- Online Learning Is Rapidly Growing: "Recent surveys show that K-12 online learning is a rapidly growing phenomenon." (p.4)
- Online Learning Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning
- Online Learning Is Effective: "Equal or Better": "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning." (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching." (p. 25) Today's students are different from yesterday's. The Pew Internet Project reports "the Internet is an important element in the overall educational experience of many teenagers"

- 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
- 86% percent of teens, 88% of online teens, and 80% of all parents/guardians believe that the Internet helps teenagers to do better in school.
- 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

### ~~Inspire Charter School~~Feather River Charter School Courses

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

### ~~K-8 Curriculum~~

~~ICSFRCS~~ students in grades K- 8 may enroll in the online, textbook, or custom-designed instructional pathway. Each instructional pathway is designed to be effective in leading to high achievement and proficiency of the state and nationwide standards. All curricula in the instructional pathways are aligned to CCSS and CCS, including NGSS. The curricula integrate critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students in the online K12 curriculum will be using K12, America’s best online curriculum. Our renowned curriculum will be highly effective in leading to high achievement and proficiency of the state and nationwide standards. The K12 curriculum is aligned to CCSS and CSS, including Next Generation Science Standards. The curriculum integrates critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students read novels from a list of classics and have to reflect and answer comprehension questions with in depth analysis of character, theme and conflict resolution.

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

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

student's individual areas of need.

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

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

~~Continuing on in first grade, students will move through 36 units in the Phonics program. Each unit contains five lessons. In the first four lessons, students learn new skills or practice what they've previously learned. The fifth lesson in each unit begins with online review and practice activities that reinforce skills learned in the unit, and are followed by an offline unit assessment. In some lessons, students will read an online decodable reader. These are short, interactive stories that consist entirely of words students are able to read. Students will acquire the critical skills and knowledge required for reading and literacy. Also in first grade is the K12 is the Grammar, Usage, and Mechanics lessons and Composition lessons. In odd-numbered units, students will learn grammar, usage, and mechanics skills that will help them communicate in Standard English. The fourth lesson of each unit is an online review of the unit's skills, and the fifth lesson is an offline assessment. In even-numbered composition units, students will also learn techniques for planning, organizing, and creating different kinds of writing. Each unit starts with a journal assignment that will help get students writing and generating ideas to be used in their writing assignments. The program includes rubrics and sample papers to help evaluate students' work. Students will increase their vocabulary through word study, comprehension, and word analysis, and then apply their knowledge in a variety of authentic contexts.~~

~~The K12 curriculum offers struggling readers three levels of courses for students in the third to fifth grade called MARK12 courses. This curriculum along with guided support, instructional strategies and benchmark assessment s from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers. The MARK12 Reading gives students who are reading several grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptive and online assessments. Students work independently and with a parent/guardian with the support of a teacher to develop oral reading, comprehension, phonics, spelling, and fluency~~

~~skills. They also practice grammar, usage, mechanics, and composition. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for parents/guardians to guide their students to success.~~

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

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

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

Teachers work with the parents/guardians to facilitate progress through daily lessons, ensure proficiency and offer support to the student and family. The ~~K12 curriculum~~online programs provides daily lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom (Blackboard Collaborate) setting for tutoring, small group instruction and meetings as needed. ~~The K12 online school has a built in secure message center that allows students to contact their teacher.~~

### **High School Curriculum: Apex**

~~CSFRC~~ students in high school may enroll in coursework in the online, textbook, custom-designed, or a combination of pathways. Both college prep courses and A-G course options are available in the online, textbook, and custom-designed instructional pathways. Curricula will be highly effective in leading to high achievement and proficiency of the standards. The curricula are aligned to CCSS and CCS, including NGSS. will be using the Apex curriculum, a leading provider of virtual learning. Apex's UC approved curriculum will be highly effective in leading to high

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

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

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

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

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

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and apply this knowledge to everyday life. Standards are organized by strand, with fewer concepts covered in greater depth. Students use analysis and reasoning skills to help develop independent critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills.

Apex Science courses focus on the mastery of concepts and models scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. [Students taking](#)

~~laboratory science courses will complete asynchronous labs as approved in the a-g science courses submitted to UC Doorways. Lab activities will be conducted by the students in their independent study learning environment. Properly credentialed high school science teachers will provide video instruction for the labs and will be available via Zoom video conferencing to assist students and to answer questions about lab activity. Students participate in wet lab activities with a teacher at a centrally located site at least four times a year.~~ This fulfills the UC requirement for our students.

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

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

### **Attendance Guidelines**

~~Inspire Charter School~~ Feather River Charter School will offer at least the minimum number of instructional days per year required by law, and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. The teacher will also assign students a quantity of work with a time-value corresponding to the minimum mandated number of instructional minutes per grade as corresponds to the time value of the work performed. We anticipate that students will complete significantly more than these minimums each year. ~~For added flexibility for students and their families, the school will operate on a year-round calendar.~~ A draft of the Charter School's ~~2016-2017~~ 2019-2020 academic calendar is attached as Appendix D.



## Independent Study Legal Compliance

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

## Flexible Scheduling

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

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

## A Day in the Life of a Charter School Student

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

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

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

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

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

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

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

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

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

### Technology/Enrichment Support

~~The Charter School will provide a computer to any student that does not already have one at home. The online courses can be accessed anywhere in the world via the Web. Each student receives a \$1,000 allowance, that can be used towards technology, outside tutoring, and/or enrichment. The student allowance can be used to select from a technology package that includes laptops, desktops, printers and Microsoft Office. FRCS allocates each student with a curriculum funds account from which the teacher may select and approve a learning platform for the student, and any needed technology items. Technology purchases are covered by the student's allotment of curriculum funds. Part of the reason the textbook pathway is included is because it is not reliant on technology devices. However, funds are set aside for ongoing replacement of technology. All the devices are inventoried, barcoded, tracked, and configured for remote access by the Technology Department.~~

~~IC~~[FRCS](#) supports student choice and flexibility within their schedule. To that end, we have an approved vendor list. If the family would like to refer a vendor to our approved list, then they would contact their teacher to initiate the process. There is a wide variety of vendors to choose

from that range from lessons in music, dance, acting, foreign language, art, tutoring, skill building to online programs, supplemental textbooks or other educational materials.

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

##### **Course Transferability**

The Charter School will apply for WASC accreditation by Spring 2016, which will trigger an initial one-day visit and initial accreditation in the Spring of 2016. By the June of 2016, the Charter School will have the UC/CSU system review all high school courses to assure that they meet the A-G requirements. Other charter schools have previously secured UC/CSU certification for ~~Apex~~ Edgenuity high school courses. The Charter School will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

##### **College Entrance Requirements**

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

The table below displays ~~Inspire Charter School~~ Feather River Charter School's high school grade level courses (with honors and AP options):

<b>Subject Area</b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>English</b>	English 9 A/B	English 10 A/B	<del>American Literature</del> <u>English 11 A/B</u>	<del>British and World Literature</del> <u>English 12 A/B</u>
<b>Math</b>	- Algebra 1 A/B -Geometry A/B	-Geometry A/B -Algebra 2 A/B	Algebra 2 A/B Trigonometry/ Math Analysis A/B	-Trig/Math Analysis A/B -AP Calculus A/B
<b>Science (with labs)</b>	Biology A/B	Chemistry A/B	Chemistry A/B Physics A/B	-Physics A/B -Science elective

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<b>Social Studies</b>		World History A/B	US History A/B	-American Government -Economics
<b>Visual/Performing Arts</b>	-Art -Music	-Art - Music	-Art -Music	-Art -Music
<b>Foreign Language</b>	Foreign Language Level I or II	Foreign Language Level I or II	Foreign Language Level I or II	-Foreign Language -AP offerings
<b>Electives</b>	-Health -Life Skills	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other

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

#### Graduation Requirements

English	<del>8</del> 6 Semester Courses
Math	<del>6</del> 4 Semester Courses ( <del>through Algebra II</del> )
Science	4 Semester Courses
Social Studies	6 Semester Courses
Visual and Performing Arts <u>or</u> <u>Foreign Language</u>	2 Semester Courses
<del>Foreign Language</del>	<del>4 Semester Courses</del>
Electives	<del>1</del> 84 Semester Courses
4 <del>0</del> 4 Semester Courses (2 <del>0</del> 20 Credits)	

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

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. The Charter School will utilize the Multi-Tiered System of Support (MTSS) model to provide multiple levels of support to all learners, especially those significantly below grade level. Staff will identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provides concrete experiences for students who are struggling or need assistance. Teachers can also provide one

on one or small group support in a virtual classroom. In addition, teachers can refer students to work in a web-based learning tool targeted to the student's needs based off the STAR 360 diagnostic screener. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

Students who are struggling readers will be referred to work in a multi-media phonics software program called Reading Horizons. This curriculum along with guided support, instructional strategies and benchmark assessments from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers. As mentioned earlier in the K-8 curriculum section, the K12 curriculum offers struggling readers three levels of courses for students in the third to fifth grade called MARK12 courses. This curriculum along with guided support, instructional strategies and benchmark assessment-s from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers.

Apex FRCS students can move at their own pace, with students taking as much time as they need to acquire the skills necessary for academic success. The Math Foundations online high school math course, for example, integrates carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. . In addition, students in high school have opportunities for regular direct instruction via live web-classes taught by a teacher content specialist. Literacy development is supported, for below-proficient or struggling readers, with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing and composition.

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

If a student is struggling with any subject, we would assemble our SST team and evaluate the student using Scantron (for grades 3-8) or DIBELS (for grades K-2)Star 360 to evaluate reading and math skills and also evaluate any student work and parent feedback. From this point, we would ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math then the team would reassemble and devise a plan that might include additional supporting curriculum, referral and assignments in a web-based learning tool, such as Pathblazer, and concentrated tutoring in a virtual classroom with the student's teacher or support staff. Using adaptive screeners and diagnostics will provide students with an opportunity to work on individual areas of need and ensure the delivery of targeted instruction tailored to individual student need. Study Island and concentrated tutoring in our Class Connect virtual classroom with the student's teacher. Study Island is a leading academic software provider of standards-based assessment, instruction, and test preparation e-learning programs. Study Island is available for students using the K12 curriculum.

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

~~A-The~~ 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-The~~ SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

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

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

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

#### Plan for Students Who are Academically High Achieving

Students who are performing above grade level are identified by ~~ICSFRCS~~ teachers through an ongoing progress, attendance reports, placement tests, course tests, standardized tests, and parent and teacher observation. The supervising teacher may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. In middle and high school, above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We believe that students should experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum. Additionally, by ~~the~~ 2016-2017 school year expansion, curriculum/activities will be developed for all grades.

In addition, teachers can tailor project-based learning assignments as needed for above grade

level students guided by their interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

### Plan for English Learners

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

#### **Home Language Survey**

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

#### **~~CELDT~~-ELPAC Testing**

~~All students who indicate that their home language is other than English will be assessed using the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. Upon initial enrollment in a California public school, the Charter School will conduct a survey of a student's home language. If a parent or guardian survey response indicates a primary or native language other than English, and the Charter School determines the pupil is eligible for the initial assessment, the Charter School shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that the Charter School will administer the English Language Proficiency Assessments for California (ELPAC) initial assessment. The Charter School shall administer the ELPAC initial assessment, locally score the assessment, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within thirty days of initial enrollment. The Charter School shall administer the ELPAC summative assessment at least annually thereafter during the ELPAC summative assessment testing window until re-designated as fluent English proficient.~~

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

#### **Reclassification Procedures**

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

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

### English Learner Instructional Strategies and Curriculum

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

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

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

All teachers instructing English Learners will hold a CLAD credential or a California Commission



on Teacher Credentialing (CCTC) recognized equivalent.

### Monitoring and Evaluation of Program Effectiveness

The ~~Director of Academic Program and Executive Director~~Principal/Superintendent will evaluate the program effectiveness for ELs in the Charter School with the following guidelines:

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

### Plan for Serving Students with Disabilities

#### Overview

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

The Charter School will become a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). ~~Inspire Charter School~~Feather River Charter Schools is currently a member of the El Dorado County Charter Special Education Local Plan Area (El Dorado Charter SELPA). Current SELPA typically move their new schools into the SELPA through an expedited process.

El Dorado Charter SELPA provides extensive support to its LEA members, including the following areas, to name a few: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight & design. ~~Inspire Charter School~~Feather River Charter School will examine SELPA membership options to determine which appears to be the best fit for the Charter School.

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

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

#### **Section 504 of the Rehabilitation Act**

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

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

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

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

of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

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

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

#### Services for Students under the "IDEIA"

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

#### Staffing

As an LEA, ~~Inspire Charter School~~Feather River 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~~Feather River 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~~Feather River 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~~Feather River Charter School will use service delivery methods appropriate to a learning model that is primarily online. ~~Inspire Charter School~~Feather River Charter School has identified a viable contracted service provider s Total Education Solutions (TES). ~~TES is a California Department of Education certified nonpublic agency and provides high quality online-based services to offer students~~

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~~access from home to speech and language therapy, occupational therapy, behavioral support, school counseling, and resource specialist services.~~ Families will also have an option to receive face-to-face services at appropriate locations near their home.

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

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

#### Notification and Coordination

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

#### Identification and Referral

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

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

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

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

#### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. As an LEA, the Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless consent is obtained.

#### IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the Charter School: the ~~Regional Director~~Principal/Superintendent 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/guardians with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School’s non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all

curriculum, classroom materials, classroom modifications, and assistive technology.

~~ICS~~FRCS anticipates serving students with a wide range of needs. ~~ICS~~FRCS will maintain on staff a Special Education Coordinator/Teacher. In addition to supplement special education services, ~~ICS~~FRCS 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	Behavior Services, School Psychologist

	environmental change or change in daily routines, and unusual responses to sensory experiences.	
<b>Emotional Disturbance</b>	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
<b>Intellectual Disabilities</b>	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
<b>Orthopedic Impairment</b>	A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).	Occupational Therapist, Physical Therapy, Adaptive Physical Education
<b>Other Health Impairment</b>	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
<b>Specific Learning Disabilities</b>	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

<b>Speech or Language Impairment</b>	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
<b>Deaf, Blindness, Hearing / Visual Impairment</b>	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.	Audiologist, Braille, Hard of Hearing Services, Assistive Technology

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

#### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Funding

The Charter School understands that, as an LEA member of a SELPA, the SELPA will pass through special education funds according to the SELPA's allocation plan, and the Charter School will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, the Charter School will provide all special education services through appropriately credentialed personnel hired and contracted by the Charter School. ~~Inspire Charter School~~ Feather River Charter School will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend the Charter School are provided a free and appropriate education. Upon request, the Charter School can provide a special education budget projection showing anticipated revenues and expenditures for ~~Inspire Charter School~~ Feather River 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

~~Below are Feather River Charter School's annual goals "to be achieved in the state priorities" that apply "that apply for the grade levels served, or the nature of the program operated, by the charter school." Where the goals below indicate a period "over the charter term," the annual goal is to maintain or make progress toward the overall goal:~~

~~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, 2016-17 through 2020-21. 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, 2016-17 through 2020-21:* 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, 2016-17 through 2020-21:* 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, 2016-17 through 2020-21 (same each year). All students, English learner subgroup:* Each student, including English learners, has standards-aligned instructional materials as suits the nature of the program operated in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

- *ANNUAL ACTION 1Bi, 2016-17 through 2020-21:* 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, 2016-17 through 2020-21:* 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, 2016-17 through 2020-21 (same each year). All students:* Any school facilities used for instruction will be maintained in a manner that ensures that they are clean, safe, and functional. ~~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, 2016-17 through 2020-21:* Ensure the school maintains a valid Certificate of Occupancy for its facilities, and, if applicable, compliance with the Field Act.~~
- ~~• *ANNUAL ACTION 1Cii, 2016-17 through 2020-21:* Review the extent to which its facilities meet the criteria identified in subdivision (d) of Education Code Section 17002.~~
- ~~• *ANNUAL ACTION 1Ciii, 2016-17 through 2020-21:* 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, 2016-17 through 2020-21. 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, 2016-17 through 2020-21:* 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, 2016-17:* Design standards-based progress reports.
- *ANNUAL ACTION 2Aiii, 2016-17 through 2020-21:* 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, 2016-17 through 2020-21. 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, 2016-17 through 2020-21: Monitor learning plans to ensure that English learner students have instructional resources and supports that provide access to the curriculum and promote English language development. Provide initial and ongoing teacher training on English language development standards, on research-based strategies to develop English language proficiency and on serving English learners through the school's personalized literacy methods.~~
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- ~~ANNUAL ACTION 2Bii, 2016-17 through 2020-21: Monitor the progress of English learner students toward English proficiency and provide appropriate instructional modifications as needed to promote progress. Design protocols for monitoring progress toward English proficiency, including the use of ELD Portfolios.~~
- ~~ANNUAL ACTION 2Biii, 2016-17 through 2020-21. Ensure that instructional materials for EL students and curriculum frameworks and standards are aligned.~~
- ~~ANNUAL ACTION 2Biv, 2016-17 through 2020-21. Include oral language practice daily across the curriculum and as independent work to accelerate language acquisition.~~
- ~~ANNUAL ACTION 2Bv, 2016-17 through 2020-21. Provide dedicated and leveled English Language Development instruction for 30 minutes a day, with periodic progress monitoring of EL students.~~
- ~~ANNUAL ACTION 2Bvi, 2016-17 through 2020-21. Use the after-school program to increase instructional time and advance English proficiency more quickly.~~

*ANNUAL GOAL 2C, 2016-17 through 2020-21. 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, 2016-17 through 2020-21. 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, 2016-17 through 2020-21. 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, 2016-17 through 2020-21. 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, 2016-17 through 2020-21. Provide supplemental- reading material in students' native language, to support content provided in English
- ANNUAL ACTION 2Cv, 2016-17 through 2020-21. Provide verbal support in students' native language and/or in English as is feasible

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

*ANNUAL GOAL 3A, 2016-17 through 2020-21, All students.* Facilitate parent involvement in school site decisions through an active School Advisory Board with reports to the Board of Directors and through incorporation of parent feedback via the School Site Council regarding programs for serving unduplicated pupils and English Learner students.

- ANNUAL ACTION 3Ai, 2016-17. 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, 2016-17 through 2020-21. Ensure that SAB meeting agendas contain agenda items designed to solicit parent input with respect to school decisions.
- ANNUAL ACTION 3Aiii, 2016-17 through 2020-21. 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, 2016-17. 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)~~

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- ~~ANNUAL ACTION 3Av, 2016-17 through 2020-21. 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, 2016-17 through 2020-21. Conduct annual stakeholder surveys to gather parent input on the educational program, including programs for unduplicated students and English learner students.~~

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

##### A. Mandated statewide assessments

~~ANNUAL GOAL 4A, 2016-17 through 2020-21. All students and *numerically significant* applicable subgroups. Attain a positive average "Distance from 3" (DF3) score in ELA and in math by the end of the charter term or increase the average DF3 by 30 points or more over the term of the charter using a matched cohort to compare scores of individual students from year to year. Increase the percentage of students moving up by at least one achievement band (Far Below Basic, Below Basic, Basic, Proficient, Advanced) on SBACs, CAPA, and CMA in English Language Arts and Mathematics by an average of 3% every year, with an appropriate adjustment made to this goal when more data on Smarter Balanced Assessments is available.~~

- ~~ANNUAL ACTION 4Ai, all years: Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.~~
- ~~ANNUAL ACTION 4Aii, all years: Use MTSS tiers to determine each student's level of need.~~
- ~~ANNUAL ACTION 4Aiii, all year: Provide targeted, research-based math & ELA support for struggling students.~~
- ~~ANNUAL ACTION 4Aiv, 2019-20 through 2023-24: Implement interventions for high-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes.~~
- ~~ANNUAL ACTION 4Ai, 2016-17. 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, 2016-17 through 2020-21. Implement formative and summative assessments to monitor student progress — both individually and by subgroup.~~
- ~~ANNUAL ACTION 4Aiii, 2016-17 through 2020-21. Provide professional development in~~

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~~response to analysis of student performance data, school wide and by subgroup.~~

- ~~● ANNUAL ACTION 4Aiv, 2016-17 through 2020-21. Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.~~

#### **Comprehensive Support and Improvement (CSI)**

~~The four-year cohort graduation rate for Feather River Charter School will remain above 70% every year. Additionally, Feather River Charter School will earn a minimum performance level of Yellow on at least two Dashboard indicators annually.~~

#### **Targeted Support and Improvement (TSI)**

~~The four-year cohort graduation rate for any subgroup will remain above 70% every year. Additionally, each subgroup will earn a minimum performance level of Yellow on at least two Dashboard indicators annually.~~

#### **B. The Academic Performance Index (API)**

~~ANNUAL GOAL 4B, 2016-17 through 2020-21. 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, 2016-17. 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, 2016-17 through 2020-21. Implement formative and summative assessments to monitor student progress—both individually and by subgroup.~~
- ~~● ANNUAL ACTION 4Biii, 2016-17 through 2020-21. Provide professional development in response to analysis of student performance data, school wide and by subgroup.~~
- ~~● ANNUAL ACTION 4Biv, 2016-17 through 2020-21. Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data, school wide and by subgroup.~~

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## **UC/A-G/Career Readiness**

*ANNUAL GOAL 4C, 2016-17 through 2020-21. All students and ~~numerically significant~~ applicable subgroups. Increase the percentage of students who complete A-G courses by 20 percent over the term of the charter. 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, all years: Build course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan.*
- ANNUAL ACTION 4Cii, all years: Counselors and high school teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.*
- ANNUAL ACTION 4Ciii, all years: Counselors build and monitor progress of each student's Individualized Graduation Plan (IGP) & conduct transcript audits.*
- ANNUAL ACTION 4Ci, 2016-17. Identify instructional goals in UC A-G/career readiness for students and parents by grade level.*
- ANNUAL ACTION 4Cii, 2017-18 and 2018-19. Implement and refine programming for middle school students and parents.*
- ANNUAL ACTION 4Ciii, 2019-20 through 2020-21. Implement and refine programming for elementary and middle school students and parents.*

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## **Progress toward English Proficiency**

*ANNUAL GOAL 4D, 2016-17 through 2020-21. 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, 2016-17. 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, 2016-17 through 2020-21. Implement formative and summative assessments to monitor the progress of English learner students.*
- ANNUAL ACTION 4Diii, 2016-17 through 2020-21. Provide professional development in*

response to analysis of student performance data, schoolwide and by subgroup.

- *ANNUAL ACTION 4Div, 2016-17 through 2020-21.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.

#### **ELD.The English Learner Reclassification Rate**

*ANNUAL GOAL 4E, 2016-17 through 2020-21.* Improve the reclassification rate among students enrolled in the school for at least two years by at least 2% annually.

- *ANNUAL ACTION 4Ei, 2016-17.* 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, 2016-17 through 2020-21.* Implement formative and summative assessments to monitor the progress of English learner students.
- *ANNUAL ACTION 4Eii, 2016-17 through 2020-21.* Provide professional development in response to analysis of student performance data, school wide and by subgroup.
- *ANNUAL ACTION 4Eiv, 2016-17 through 2020-21.* 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 eEngagement**

##### **A. School attendance Rates**

*ANNUAL GOAL 5A, 2016-17 through 2017-18.* Achieve an attendance rate of 95% or higher.

- *ANNUAL ACTION 5Ai, 2016-17 through 2020-21.* Communicate to parents the importance of regular attendance for student learning as well as for the school's funding implications.
- *ANNUAL ACTION 5Aii, 2016-17 through 2020-21.* Provide targeted intervention for students with lower than average attendance and their families.
- *ANNUAL ACTION 5Aiii, 2016-17 through 2020-21.* Provide positive incentives for students to maintain high attendance.



- *ANNUAL GOAL 5A, 2018-19 through 2019-20.* Achieve an attendance rate of 95.5% or higher.
- *ANNUAL ACTION 5Ai, 2018-19 through 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, 2018-19 through 2019-20.* Refine strategies to provide targeted intervention for students with lower than average attendance.
- *ANNUAL ACTION 5Aiii, 2018-19 through 2019-20.* Refine strategies to provide positive incentives for students to maintain high attendance.

*ANNUAL GOAL 5A, 2020-21.* Achieve an attendance rate of 96% or higher.

- *ANNUAL ACTION 5Ai, 2020-21.* 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, 2020-21.* Refine strategies to provide targeted intervention for students with lower than average attendance.
- *ANNUAL ACTION 5Aiii, 2020-21.* Refine strategies to provide positive incentives for students to maintain high attendance.

#### **B. Chronic ~~A~~Absenteeism ~~R~~Rates**

*ANNUAL GOAL 5B, 2016-17.* Develop relationships and implement strategies with students demonstrating chronic absenteeism and their families.

- *ANNUAL ACTION 5Bi, 2016-17.* 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, 2016-17.* 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, 2017-18 through 2018-19.* Refine strategies designed to reduce chronic

absenteeism rate.

- *ANNUAL ACTION 5Bi, 2017-18 through 2018-19.* Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2017-18 through 2018-19.* 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, 2019-20 through 2020-21.* Refine strategies designed to reduce chronic absenteeism rate.

- *ANNUAL ACTION 5Bi, 2019-20 through 2020-21.* Refine intensive targeted interventions for students demonstrating chronic absenteeism and their families.
- *ANNUAL ACTION 5Bii, 2019-20 through 2020-21.* 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, 2019-20 through 2020-21.* Search for innovative promising practices tried elsewhere to reduce chronic absenteeism.

### C. Middle ~~S~~chool ~~D~~ropout ~~R~~ates

*ANNUAL GOAL 5C, 2016-17. All students.* Develop relationships and implement strategies with students likely to drop out and their families.

- *ANNUAL ACTION 5Ci, 2016-17.* Identify students with behaviors indicating a high likelihood of dropping out and develop and implement a personalized intervention plan
- *ANNUAL ACTION 5Cii, 2016-17.* Identify community partners to support identified students and families around circumstances that may be negatively affecting student's life choices.

*ANNUAL GOAL 5C, 2017-18 through 2018-19. All students.* Refine strategies designed to lower the middle school dropout rate.

- *ANNUAL ACTION 5Ci, 2017-18 through 2018-19.* Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.

- *ANNUAL ACTION 5Cii, 2017-18 through 2018-19.* Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.

*ANNUAL GOAL 5C, 2019-20 through 2020-21. All students.* Refine strategies designed to lower middle school dropout rate.

- *ANNUAL ACTION 5Ci, 2019-20 through 2020-21.* Refine intensive targeted interventions for students with behaviors indicating a high likelihood of dropping out.
- *ANNUAL ACTION 5Cii, 2019-20 through 2020-21.* Refine community partnerships to support identified students and families around circumstances that may be negatively affecting student's life choices.
- *ANNUAL ACTION 5Ciii, 2019-20 through 2020-21.* Search for innovative promising practices tried elsewhere to reduce the incidence of middle school dropout.

#### **D. High School Dropout Rates & Graduation**

*ANNUAL GOAL 5D: All years, all students and applicable subgroups: Over the charter term, the Charter School will maintain a high school dropout rate of under 1 percent over the term of the charter or will decrease the rate over the term of the charter.*

- *ANNUAL ACTION 5D, all years:* Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.

*ANNUAL GOAL 5D: All years, all students and applicable subgroups: Over the charter term, for students attending the Charter School for grades 9-12, the Charter School will maintain a high school graduation rate of 90 percent over the term of the charter or will close the gap between the baseline and the target by 50 percent over the term of the charter.*

- *ANNUAL ACTION 5D, all years:* For any students identified as high-risk for not graduating, provide tiered targeted intervention designed to keep students on track.

#### **STATE PRIORITY 6: School Climate**

##### **A. Pupil Suspension Rates**

*ANNUAL GOAL 6A, 2016-17 through 2020-21. 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, 2016-17 through 2020-21.* Establish clear expectations for student

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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, 2017-18 through 2020-21.* 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, 2016-17.* 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, 2017-18 through 2020-21.* 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, 2016-17 through 2020-21.* Identify students at risk for suspension and develop, implement, and monitor a personalized intervention plan
- *ANNUAL ACTION 6Avi, 2016-17 through 2020-21.* Identify community partners to support identified students and families around circumstances that may be negatively affecting student's behaviors.
- *ANNUAL ACTION 6Avii, 2019-20 through 2020-21.* Implement curricula to increase student decision-making skills
- *ANNUAL ACTION 6Aviii, 2019-20 through 2020-21.* Refine the above actions annually.

#### **B. Pupil ~~E~~xpulsion ~~R~~ates**

*ANNUAL GOAL 6B, 2016-17 through 2020-21. All students and numerically significant subgroups.* Implement strategies designed to prevent pupil expulsions for all students and for numerically significant subgroups.

- *ANNUAL ACTION 6Bi, 2016-17.* 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, 2017-18 through 2020-21.* 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, 2017-18 through 2020-21.* 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, 2017-18 through 2020-21.* 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, 2016-17 through 2020-21. 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, 2016-17.* 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, 2016-17.* Establish explicit expectations and norms for how students and adults will treat one another.
- *ANNUAL ACTION 6Ciii, 2016-17 through 2020-21.* 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, 2016-17 through 2020-21.* 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, 2016-17 through 2020-21.* Provide targeted intervention to students demonstrating high levels of antisocial behavior.
- *ANNUAL ACTION 6Cvi, 2016-17 through 2020-21.* 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

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

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

### Measurable Student Outcomes

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

The Charter School shall pursue the following measurable student outcomes:

## School-Wide Outcomes

OUTCOME	METHODS OF MEASUREMENT
The Charter School shall meet or exceed a 90% attendance rate.	Daily Login Records
The Charter School shall provide accurate and consistent information about student progress toward college readiness. Summative and formative assessments will show the level of student consistent incremental progress.	California Standards Tests or Smarter Balanced Assessments (SBAC)
<del>Inspire Charter School</del> Feather River Charter School shall strive to meet or exceed its growth target school-wide and within reportable subgroups on an annual basis.	API -- TBD
The Charter School shall receive an average score of "satisfied" or "very-satisfied" on annual parent satisfaction surveys, including questions specifically regarding the educational program.	Annual parent satisfaction surveys.
The Charter School shall exceed the County- wide average scores on the SBAs in ELA and Math as broken down into reportable subgroups.	SBAC scores.
The Charter School student shall increase math and reading scores pre- to post-testing by an average of one grade level proficiency per year.	<del>Scantron Performance Assessment</del> Star 360 Assessment
<del>The Charter School shall have 95% of its students who have been enrolled since 6<sup>th</sup> grade passing the California High School Exit Exam (CAHSEE) on third attempt.</del>	<del>CAHSEE scores.</del>
The Charter School's dropout rate shall be no more that of the District.	Dropout calculations
<del>The Charter School shall meet its AYP growth goals in each year.</del>	<del>AYP goals established by law.</del>
The Charter School's graduation rate shall be at least equal to that of the District.	Graduation rates.



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

### Methods of Assessment

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

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

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

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

Annually, ~~Inspire Charter School~~ Feather River 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**

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

##### **Use of Achievement Data to Improve Charter School Programs**

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

The school's governing board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The board will hear analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

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

## ELEMENT FOUR: GOVERNANCE STRUCTURE

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

### Non-Profit Public Benefit Corporation

The Charter School will be operated by ~~Inspire Charter Schools~~ Feather River Charter School, a California Nonprofit Public Benefit Corporation. ~~The Charter School shall comply with the Brown Act. Feather River Charter School shall be subject to Government Code section 1090, et seq. as it applies to charter schools, the Political Reform Act of 1974 (Gov. Code section 87100, et seq., the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict-of interest laws and prohibitions applicable to California non-profit corporations and/or California 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 B and C, please find the Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code respectively for ~~Inspire Charter School~~ Feather River Charter School.

### Board of Directors

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

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

The ~~initial-current~~ list of board members and biographical information for each is listed above

~~Inspire Charter School~~ Feather River Charter School

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under the section on charter school ~~founders~~board members and school faculty.

### Board Duties

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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~~fiscal policies.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law.
- Long-term strategic planning for the Charter School.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of the Charter School.
- Participation in the Charter School's independent fiscal audit.
- Participation in the Charter School's performance report to the District.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of the Charter School.
- Fundraising efforts.

### Board Meetings

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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

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

## Board Delegation of Duties

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

### Charter ~~Regional Director~~Principal/Superintendent

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

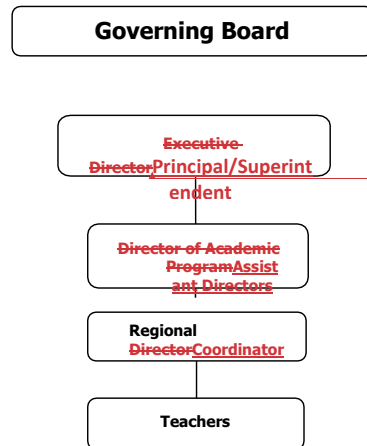
The ~~Regional Director~~Principal/Superintendent will directly supervise the home school teachers and will be responsible for administering the school in all of the aspects of its day to day operations, working with the ~~Inspire Charter School~~Feather River Charter Schools Board of Directors, the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

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

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

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

## Organizational Chart



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## Parent & Teacher Participation in Governance

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

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

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

that may require modification for the coming school year.

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



## ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

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

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

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

### ~~Regional Director~~Principal/Superintendent

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

#### Required knowledge, skills, and abilities:

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

#### Required educational level:

- Valid California teaching credential required; administrative credential preferred~~Master's Degree required~~

#### Required experience:

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

### Assistant Director

An Assistant Director serves as the first point of contact for Regional Coordinators and helps the Principal support students and teachers. Assistant Directors will have the following qualifications:

#### Required knowledge, skills, and abilities

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- Understanding of independent study program implementation
- Excellent communication skills
- A record of success in developing teachers
- Knowledge of school compliance

#### Required educational level

- Valid California teaching credential

#### Required experience

- Minimum 1 year of experience as a Regional Coordinator or comparable leadership experience

#### Regional Coordinator

A Regional Coordinator serves as the first point of contact for teachers and supports teaching staff with training, guidance, and mentoring. Regional Coordinators will have the following qualifications:

#### Required knowledge, skills, and abilities

- Monitor and provide support, information, and resources to a team of 12-15 teachers
- Understand and be able to teach others about policies and requirements
- Respond to teacher and parent inquiries in a timely manner

#### Required educational level

- Valid California teaching credential

#### Required experience

- Minimum 1 year of homeschool/independent study teaching experience

#### Highly Qualified and Supported Teachers

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

#### Required knowledge, skills, and abilities:

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Candidates are evaluated using these standards:

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

Required educational level / credentialing:

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

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

Teacher Recruitment

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

Professional Development

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

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

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

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

## **ELEMENT SIX: HEALTH AND SAFETY POLICIES**

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### **Health and Safety**

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

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

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

#### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The ~~Executive Director~~Principal/Superintendent 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/Superintendent~~Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

#### **Role of Staff as Mandated Child Abuse Reporters**

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

#### **TB Testing**

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

#### **Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> 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 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

#### **Blood borne Pathogens**

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

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

#### **Drug Free/Alcohol Free/Smoke Free Environment**

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

## **Facility Safety/Orderly Environment**

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

### **Safety Plan**

The Charter School shall develop a school safety plan, which shall include procedures for conducting tactical responses to criminal incidents and shall address the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282, as applicable to charter schools and to this specific charter school's context. The school safety plan be reviewed and updated by March 1 of every year by the Charter School

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## **Comprehensive Harassment Policies and Procedures**

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

### **Technology Safety Policies**

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

## **ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE**

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

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

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

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



## **ELEMENT EIGHT: ADMISSIONS REQUIREMENTS**

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

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

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

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

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

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

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

### **Public Random Drawing**

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

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

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

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

## ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

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*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)(I)*

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

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The ~~Executive Director~~Principal/Superintendent, 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**

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

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

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

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

### **A. Grounds for Suspension and Expulsion of Students**

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

## **B. Enumerated Offenses**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

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

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

#### **2. Notice to Parents/Guardians**

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

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

### 3. Suspension Time Limits/Recommendation for Expulsion

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

#### **D. Authority to Expel**

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

#### **E. Expulsion Procedures**

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

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

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

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

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

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

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

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

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

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

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**



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

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

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

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

#### **I. Written Notice to Expel**

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

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

#### **J. Disciplinary Records**

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

#### **K. No Right to Appeal**

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

School Board's decision to expel shall be final.

#### **L. Expelled Pupils/Alternative Education**

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

#### **M. Rehabilitation Plans**

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

#### **N. Readmission**

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

## ELEMENT ELEVEN: RETIREMENT SYSTEMS

*Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. -California Education Code Section 47605 (b)(5)(K)*

The Charter School will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Credentialed Charter School employees shall participate in the California State Teachers' Retirement System (STRS). The Business Manager position only will be part of Public Employees' Retirement System (PERS). All other non-credentialed employees shall participate in federal Social Security. The ~~Principal/Superintendent~~~~Executive Director~~ is responsible for ensuring that appropriate arrangements for coverage are made.

## ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

### ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

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

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

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

## **ELEMENT FOURTEEN: DISPUTE RESOLUTION**

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

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

The members of the Board of Directors and the staff of ~~Inspire Charter School~~ Feather River Charter School and the District agree to resolve all disputes regarding the charter school including disputes related to provisions of the charter and including disputes between the charter school and the Board of Trustees of the District pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform with the Brown Act.

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

The District shall not intervene in any such internal disputes without the consent of the Board of Directors of ~~Inspire Charter School~~ Feather River Charter School and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the ~~Principal/Superintendent~~ Executive Director of the charter school for resolution pursuant to the charter school's policies.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of ~~Inspire Charter School~~ Feather River Charter School has requested the District to intervene in the dispute.

### **Disputes between the Charter School and the District**

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

In the event of a dispute between the school and the District, the staff and Board of Directors members of the school and District agree to first frame the issue in written format and refer the issue to the District Superintendent, or his/her designee, and the charter school ~~Principal/Superintendent~~Executive Director. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The ~~Inspire Charter School~~Feather River Charter School's ~~Principal/Superintendent~~Executive Director and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the ~~Principal/Superintendent~~Executive Director of ~~Inspire Charter School~~Feather River Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the ~~Principal/Superintendent~~Executive Director shall jointly identify a neutral, third party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

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

## **ELEMENT FIFTEEN: PUBLIC SCHOOL EMPLOYER**

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

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



## ELEMENT SIXTEEN: CLOSURE PROCEDURES

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

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

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

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

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

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

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

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

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

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

## MISCELLANEOUS PROVISIONS

### Budgets

#### Budgets and Cash Flow

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

Attached as Appendix G, please find the following documents:

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

### Financial Reporting

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

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

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

## Insurance

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

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

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

### INSURANCE CERTIFICATES

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

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

#### Administrative Services

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

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

#### Facilities

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

The Charter School will locate an administrative office within the District attendance boundaries.

## **CIVIL LIABILITY IMPACT**

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

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

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

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

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

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

## CONCLUSION

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By approving this charter, the Winship-Robbins Elementary School District will be fulfilling the intent of the Charter Schools Act of 1992 to:

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

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. ~~Inspire Charter School~~ Feather River Charter School shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2016 through June 30, 2021.

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

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**Appendix A**

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## **INSPIRE CHARTER SCHOOL – NORTH FEATHER RIVER CHARTER SCHOOL**

### **INDEPENDENT STUDY POLICY**

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

1. For pupils in all grade levels offered by the School, The maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the ~~Director of Academic Program~~Principal/Superintendent or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:
  - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
  - The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.
  - The specific resources, including materials and personnel, which will be made available to the pupil.
  - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - The duration of the independent study agreement, including beginning and ending

dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one Semester, ~~or one half year for a school on a year-round calendar.~~

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

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**Appendix B**

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STATE OF CALIFORNIA  
ARTICLES OF INCORPORATION  
OF  
INSPIRE CHARTER SCHOOL – NORTH  
A California Nonprofit Public Benefit Corporation

FILED  
Secretary of State  
State of California

MAY 30 2017

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I.

The name of the corporation is Inspire Charter School – North ("Corporation").

II.

A. This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of this Corporation is to operate one or more California public charter schools.

III.

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

Herbert Nichols  
1740 E. Huntington Drive #205  
Duarte, CA 91010

IV.

The initial street and mailing address in the State of California of this Corporation is:

1740 E. Huntington Drive #205  
Duarte, CA 91010

V.

A. The Corporation is organized and shall be operated exclusively for charitable, educational, and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 as amended (the "Code").

B. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation

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shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

C. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

D. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation, and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

E. It is intended that the Corporation shall have the status of a corporation which is exempt from federal income taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code and which is other than a private foundation by reason of being described in section 509(a) of the Code. These Articles shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly. In the event the Corporation is determined to be a private foundation within the meaning of section 509 of the Code, then during such period:

(i) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by section 4942 of the Code.

(ii) The Corporation shall not engage in any act of self-dealing, as defined in section 4941(d) of the Code.

(iii) The Corporation shall not retain any excess business holdings as defined in section 4943(c) of the Code.

(iv) The Corporation shall not make any investments in such manner as to subject it to tax under section 4944 of the Code.

(v) The Corporation shall not make any taxable expenditures as defined in section 4945(d) of the Code.

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VI.

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or shall distribute such assets to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the applicable court in the county which the principal office of the Corporation is then located, exclusively for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

VII.

Except as otherwise provided herein, all conditions, qualifications, requirements, privileges and regulations regarding the Board of Directors of the Corporation, including voting rights if any, shall be fixed and governed by or pursuant to the Bylaws of the Corporation.

VIII.

The Corporation is authorized to indemnify its agents (as defined in section 5238 of the California Nonprofit Corporation Law) to the fullest extent permissible under California law.

Dated: May 22, 2017

  
Herbert Nichols, Incorporator

I hereby declare that I am the person who executed the foregoing Articles of Incorporation which execution is my act and deed.

  
Herbert Nichols, Incorporator

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I hereby certify that the foregoing  
transcript of 3 page(s)  
is a full, true and correct copy of the  
original record in the custody of the  
California Secretary of State's office.

MAY 30 2017 *es*

Date:

*Alex Padilla*

ALEX PADILLA, Secretary of State

3594182

**ARTICLES OF INCORPORATION  
OF  
INSPIRE CHARTER SCHOOLS**

**I.**

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

**FILED** *S/ln*  
**Secretary of State**  
**State of California**  
**AUG 12 2013**

**II.**

*1 CC*

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

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

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

Herbert Nichols  
23638 Lyons Avenue #110  
Newhall, CA 91321

**IV.**

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

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



participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

**V.**

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

**VI.**

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

23638 Lyons Avenue #110  
Newhall, CA 91321

Date: 8-12-13

  
Herbert Nichols, Incorporator



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

AUG 13 2013

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

*Debra Bowen*

DEBRA BOWEN, Secretary of State

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# Appendix C

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FIRST AMENDED BYLAWS  
OF  
INSPIRE CHARTER SCHOOL - NORTH  
a California Nonprofit Public Benefit Corporation

ARTICLE I  
OFFICES

Section 1. PRINCIPAL OFFICE. The board of directors shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the board of directors shall likewise fix and designate a principal office in the State of California.

Section 2. OTHER OFFICES. The corporation may also establish offices at such other places, both within and outside the State of California, as the board of directors may from time to time determine or the activities of the corporation may require.

ARTICLE II  
OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to operate one or more California public charter schools.

ARTICLE III  
NONPARTISAN ACTIVITIES

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

ARTICLE IV  
DEDICATION OF ASSETS

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any

Inspire Charter School - North  
First Amended Bylaws  
Adopted on July 18, 2019

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individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code.

#### **ARTICLE V NO MEMBERS**

Section 1. NO MEMBERS. The corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

Section 2. AUTHORITY VESTED IN BOARD. Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

Section 3. ASSOCIATES. The corporation may use the term "members" to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

#### **ARTICLE VI DIRECTORS**

Section 1. POWERS. Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; fix their compensation; and require from them security for faithful service.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

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Inspire Charter School - North  
First Amended Bylaws  
Adopted on July 18, 2019  
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(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California; and to designate any place within or outside the State of California for the holding of any board of directors meeting or meetings.

(f) To make donations for the public welfare or for community funds, hospital, charitable, educational, scientific, civic, religious, or similar purposes.

(g) To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.

(h) To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.

(i) To sell any property, real, personal, or mixed, owned by the corporation at any time, and from time to time upon such terms as the board of directors may deem advisable, at public or private sale, for cash or upon credit.

(j) To retain sums received by the corporation uninvested, if, in the discretion of the board of trustees, such sums cannot be invested advantageously.

(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the board of directors without being restricted to the class of investments that the board of directors is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.

(l) To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the board of directors shall deem advisable.

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Section 2. NUMBER AND QUALIFICATION. The authorized number of directors shall be no less than three (3) and no more than eleven (11), unless changed by amendments to these bylaws, with the actual number to be determined from time to time by a resolution or motion of the board. Directors shall be elected by the vote of a majority of directors then in office. The board of directors shall consist of at least three (3) directors unless changed by an amendment to these bylaws.

Section 3. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the board of directors may be interested persons (as defined in this Section 3). An "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Each director shall hold office for one (1) year. A director may serve multiple terms of service. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; and (c) the increase of the authorized number of directors.

Section 5. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the board may designate a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

Section 6. REMOVAL OF DIRECTORS. Any director may be removed at any time by a majority vote of the board then in office, with or without cause.

Section 7. VACANCIES. Vacancies on the board shall be filled by the vote of a majority of directors then in office. Each director so elected shall hold office until the expiration of the term of the replaced director and until a successor has been duly qualified and elected.

Section 8. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Any meeting of the board of directors may be held at any place within or outside the State of California that has been designated from time to time by resolution of the board or in the

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notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another. All such directors shall be deemed to be present in person at such telephonic meeting. Prior written notice of any and all such meetings of the board of directors shall be provided to the directors at least seventy-two (72) hours prior to the time of the holding of the meeting.

Section 9. ANNUAL AND REGULAR MEETINGS. The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the board of directors. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors. Notice of regular meetings shall not be required if the time and place of such meeting is fixed by these bylaws or by the board of directors.

Section 10. SPECIAL MEETINGS. Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board, the president, any vice president, the secretary, or any two directors.

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four days prior to the time of the holding of the meeting. In case such notice is delivered personally or by telephone or telegram, it shall be delivered personally or by telephone or to the telegraph company at least twenty-four (24) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the director or to the person at the office of the director who the person giving the notice has reason to believe will promptly communicate it to the director. The notice need not specify the purpose of the meeting nor the place if the meeting is to be held at the principal executive office of the corporation.

Section 11. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the board of directors, subject to the provisions of Section 5212 of the Code (appointment of committees), Section 5233 of the Code (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 of the Code (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) of the Code (indemnification of directors). A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the

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required quorum for such meeting, or such greater number as is required by the articles of incorporation, these bylaws, or the Law.

Section 12. **WAIVER OF NOTICE; CONSENT.** Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director.

Section 13. **ADJOURNMENT.** A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such time and place shall be given prior to the time of the adjourned meeting, in the manner specified in Section 10 of this Article VI, to the directors who were not present at the time of the adjournment.

Section 14. **ACTION WITHOUT MEETING.** Any action required or permitted to be taken by the board of directors may be taken without a meeting, if all directors shall individually or collectively consent in writing to such action. Such action by written consent shall have the same force and effect as a unanimous vote of the board of directors. The written consent or consents shall be filed with the minutes of the proceedings of the board.

Section 15. **FEES AND COMPENSATION.** Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the board of directors. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee, or otherwise, and receiving compensation for such services if compensation is awarded by the board of directors.

## **ARTICLE VII COMMITTEES**

Section 1. **COMMITTEES OF DIRECTORS.** The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the board, may have all the authority of the board, except with respect to:

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- (a) undertaking any final action on any matter that, under the Law, also requires approval of the board of directors;
- (b) the filling of vacancies on the board of directors or in any committee;
- (c) the amendment or repeal of bylaws or the adoption of new bylaws;
- (d) the amendment or repeal of any resolution of the board of directors that by its express terms is not so amendable or repealable;
- (e) the appointment of any other committees of the board of directors or the members thereof;
- (f) the expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or
- (g) the approval of any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Section 5233(d)(3) of the Code.

Section 2. MEETINGS AND ACTION. Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), 13 (adjournment) and 14 (action without meeting), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) and notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws.

#### ARTICLE VIII OFFICERS

Section 1. OFFICERS. The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary

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nor the chief financial officer may serve concurrently as the president or the chairman of the board.

Section 2. ELECTION. The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. OTHER OFFICERS. The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

Section 4. REMOVAL AND RESIGNATION. Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the board of directors or, except in case of an officer chosen by the board of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 5. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

Section 6. CHAIRMAN OF THE BOARD. The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

Section 7. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the

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board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 8. VICE PRESIDENTS. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

Section 9. SECRETARY. The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

Section 10. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositories as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

If required by the board of directors, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the board for faithful performance of the duties of his or her office and for restoration to the

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corporation of all of its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on the death, resignation, retirement, or removal from office of the chief financial officer.

#### ARTICLE IX INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

Section 1. DEFINITIONS. For the purposes of this Article IX, the definition of the terms "agent", "proceeding", and "expenses" shall be governed by Section 5238 of the Code.

Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Section 5233 of the Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was

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brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

Section 4. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. REQUIRED DETERMINATIONS. Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article IX by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

Section 6. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

Section 7. OTHER INDEMNIFICATION. No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 8. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

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(a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. INSURANCE. The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Code.

#### ARTICLE X RECORDS AND REPORTS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the board of directors and committees of the board. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

Section 3. INSPECTION. Every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

Section 4. ANNUAL REPORTS. The board of directors shall cause an annual report to be sent to the directors within 120 days of the corporation's fiscal year end.

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That report shall contain the following information, in appropriate detail, for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes; and
- (e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, the corporation shall annually prepare and mail or deliver to each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest. For this purpose, an "interested person" is any director or officer of the corporation.

The statement shall include the following information:

- (a) A brief description of any transaction during the previous fiscal year that involved more than \$50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than \$50,000;
- (b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and
- (c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Code.

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## ARTICLE XI GENERAL MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. REPRESENTATION OF SHARES OF OTHER CORPORATIONS. The chairman of the board, the president, or any vice president, or any other person authorized by resolution of the board of directors or by any of the foregoing designated officers, is authorized to vote on behalf of the corporation any and all shares of any other corporation or corporations, foreign or domestic, standing in the name of the corporation. The authority granted to said officers to vote or represent on behalf of the corporation any and all shares held by the corporation in any other corporation or corporations may be exercised by any such officer in person or by any person authorized to do so by a proxy duly executed by said officer.

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, the Law, or to the Code shall be deemed to be those in effect from time to time.

## ARTICLE XII AMENDMENTS

The board may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these bylaws will require a majority vote of the directors then in office; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.

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Inspire Charter School – North  
First Amended Bylaws  
Adopted on July 18, 2019  
DOCS 125070-000001/3697068.4

Doc ID: 0e8109664f6219d630246d277103a0c966ac53c3

Inspire Charter School – North  
First Amended Bylaws  
Adopted on July 18, 2019  
DOCS 125070-000001/3697068.4

- 15 -

Doc ID: 0e8109664f6219d630246d277103a0c966ac53c3

#### CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of Inspire Charter School - North, a California nonprofit public benefit corporation, does hereby certify that the foregoing First Amended Bylaws constitute the bylaws of this corporation as duly adopted at the meeting of the Board of Directors of Inspire Charter School – North on July 18, 2019.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 19th day of July, 2019.



David Brockmyer, Secretary

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Inspire Charter School – North  
First Amended Bylaws  
Adopted on July 18, 2019  
DOCS 125070-000001/3697068.4

Doc ID: 0e8109664f6219d630246d277103a0c966ac53c3

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

**~~ARTICLE I~~**  
**~~NAME~~**

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

**~~ARTICLE II~~**  
**~~PRINCIPAL OFFICE OF THE CORPORATION~~**

~~Section 1. — PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1740 Huntington Drive #205, Duarte, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.~~

~~Section 2. — OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place within California.~~

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

~~Section 1. — GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.~~

~~The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(e)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.~~

**~~ARTICLE IV~~**  
**~~CONSTRUCTION AND DEFINITIONS~~**

~~Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and~~

the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

#### **ARTICLE V- DEDICATION OF ASSETS**

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

#### **ARTICLE VI- CORPORATIONS WITHOUT MEMBERS**

~~Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.~~

#### **ARTICLE VII- BOARD OF DIRECTORS**

~~Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).~~

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

- ~~a. ——— Appoint and remove, at the pleasure of the Board of Directors, the Executive Director (Chief Executive Officer); prescribe powers and duties for him/her as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service. The Executive Director is delegated the power to appoint and remove the remaining staff of Inspire Charter Schools with or without consultation with the Board of Directors as necessary in his/her discretion.~~
- ~~b. ——— Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.~~

~~e. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities. The board may affirm loan agreements entered into by the corporation's Executive Director and Director of School Support.~~

~~d. Adopt and use a corporate seal.~~

~~Section 3. — DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than five (5), unless changed by amendments to these bylaws and to the Corporation's charters. If the board membership falls below five (5), the board must remedy the situation with fifteen (15) days. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.~~

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

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

NAME

~~Darryl Collins  
Diane Johnson  
Jo Della Penna  
Linda Rahardjo  
Henry Torres~~

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

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

~~Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors~~

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

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

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

~~Section 9. RESIGNATION OF DIRECTORS. — Except as provided below, any director may resign by giving written notice to the Chairman of the Board, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.~~

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

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

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

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

~~Section 14. — PLACE OF BOARD OF DIRECTORS MEETINGS. — Meetings shall be held at the principal office of the Corporation. The Board may also designate that a meeting be held at any place within California as designated in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.~~

~~Section 15. — MEETINGS; ANNUAL MEETINGS. — All meetings of the Board and its~~

~~committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board in accordance with the Brown Act.~~

~~Section 16. — REGULAR MEETINGS. Regular meetings of the Board shall be held at such times and places as may from time to time be fixed by the Board. At least (seventy two) 72 hours before a regular meeting, the Board, or its designee shall post an agenda in accordance with the Brown Act containing a brief general description of each item of business to be transacted or discussed at the meeting.~~

~~Section 17. — SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Vice-Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.~~

~~Section 18. — NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board may be held only after at least twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:~~

~~Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice.~~

~~Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.~~

~~The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.~~

~~Section 19. — QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.~~



~~Section 20. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:~~

- ~~a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries California;~~
- ~~b. All votes taken during a teleconference meeting shall be by roll call;~~
- ~~c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;~~
- ~~d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;~~
- ~~e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and~~
- ~~f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.~~

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

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

~~Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:~~

- ~~a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of all or a majority of all Board members;~~
- ~~b. Fill vacancies on the Board or any committee of the Board;~~
- ~~c. Fix compensation of the directors for serving on the Board or on any committee;~~
- ~~d. Amend or repeal bylaws or adopt new bylaws;~~
- ~~e. Amend or repeal any resolution of the Board that by its express terms is not so~~

~~amendable or subject to repeal;~~

- ~~f. Create any other committees of the Board or appoint the members of committees of the Board;~~
- ~~g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or~~
- ~~h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.~~

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

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

~~Section 25. NON LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.~~

~~Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.~~

## **~~ARTICLE VIII~~**

### **~~OFFICERS OF THE CORPORATION~~**

~~Section 1. OFFICES HELD. The officers of this corporation shall be a Chairman, a Vice-Chairman, a Secretary, and a Treasurer.~~

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

~~Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.~~

~~Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause.~~

~~Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.~~

~~Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.~~

~~Section 7. CHAIRMAN OF THE BOARD. The Chairman shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.~~

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

~~Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board and committee meetings.~~

~~The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.~~

~~The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall have such other powers and perform such other duties as the Board or the bylaws may require.~~

~~Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.~~

~~The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate; (b) disburse the Corporation's funds as the Board may order; (c) render to the Chairman of the Board, if~~

any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or bylaws require.

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

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

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

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

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

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

#### **~~ARTICLE XII~~** **~~INDEMNIFICATION~~**

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

~~On written request to the Board by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (c) whether the applicable standard of conduct set forth in~~

~~Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board shall authorize indemnification.~~

### **~~ARTICLE XIII~~** **~~INSURANCE~~**

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

### **~~ARTICLE XIV~~** **~~MAINTENANCE OF CORPORATE RECORDS~~**

~~Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall~~  
keep:  
a. ~~Adequate and correct books and records of account;~~  
b. ~~Written minutes of the proceedings of the Board and committees of the Board; and~~  
c. ~~Such reports and records as required by law.~~

### **~~ARTICLE XV~~** **~~INSPECTION RIGHTS~~**

~~Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.~~

~~Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.~~

~~Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.~~

### **~~ARTICLE XVI~~**

## **~~REQUIRED REPORTS~~**

~~Section 1. ANNUAL REPORTS. The Board shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:~~

- ~~a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;~~
- ~~b. The principal changes in assets and liabilities, including trust funds;~~
- ~~c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;~~
- ~~d. The corporation's expenses or disbursement for both general and restricted purposes;~~
- ~~e. Any information required under these bylaws; and~~
- ~~f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.~~

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

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

## **~~ARTICLE XVII BYLAW AMENDMENTS~~**

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

#### **ARTICLE XVIII FISCAL YEAR**

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

#### **CERTIFICATE OF SECRETARY**

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

Executed on March 21, 2015 at DUARTE, California.

  
LINDA RAHARDJO, Secretary

## ~~INSPIRE CHARTER SCHOOLS INSPIRE CHARTER SCHOOL - NORTH CONFLICT-OF-INTEREST CODE~~

~~The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.~~

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~~Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby adopted and incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Inspire Charter School - North. This code shall take effect when approved by the Sutter County Board of Supervisors, and shall thereupon supersede any and all prior such codes adopted by Inspire Charter School - North, but shall supplement any conflict of interest policies adopted in compliance with the laws governing nonprofit corporations.~~

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~~Individuals holding designated positions shall file statements of economic interests with the Secretary of Inspire Charter School - North. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Sutter County Board of Supervisors. Original statements for all other designated employees shall be retained by the Secretary. All retained statements shall be available for public inspection and reproduction. (Government Code § 81008).~~

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

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~~Individuals holding designated positions shall file their Statements of Economic Interests ("Form 700") with Inspire Charter Schools. Upon receipt of the Forms 700 for all designated positions (see Exhibit A), Inspire Charter Schools shall make and retain copies and forward the~~



~~originals to the Los Angeles County Board of Supervisors. Copies of all Forms 700 retained by Inspire Charter Schools will be available for public inspection and reproduction. (Govt. Code § 81008.)~~

## APPENDIX A

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
President/CEO	1, 2
Principal/Superintendent	1, 2
Assistant Director(s)	3
Verification Specialists	3
Teachers	3
Regional Coordinators	3
Senior Director of Special Education	3
Regional Director of Special Education	3
Assistant Director of Special Education	3

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The Principal or designee may determine in writing that a particular consultant or newly created position as set forth in 2 Cal. Code Regs. § 18219, that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest is hired to perform a range of duties that is limited in scope and thus the broadest disclosure is not necessary. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Principal or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

## EXHIBIT A-

### DESIGNATED POSITIONS

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

## **APPENDIX B**

### **Disclosure Categories**

#### **Category 1 Reporting:**

Designated positions assigned to this category must report:

Interests in real property located in whole or in part within two (2) miles of any facility owned or leased by Inspire Charter School - North.

#### **Category 2 Reporting:**

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by Inspire Charter School - North.

#### **Category 3 Reporting:**

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment of the type to be utilized by the designated person's department, including, for example, vendors providing such goods or services to be utilized in the instruction of students.

### **EXHIBIT B-**

### **DISCLOSURE CATEGORIES**

#### **Category 1**

Designated positions assigned to this category must report:

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

#### **Category 2**

Designated positions assigned to this category must report:

Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to

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be utilized by the Inspire Charter Schools, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra-curricular courses.

**Category 3**

Designated positions assigned to this category must report:

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

| **Appendix D**

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## Inspire Charter School – North

### 2016-2017 School Calendar

July 2016							August 2016							September 2016						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				

October 2016							November 2016							December 2016						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

January 2017							February 2017							March 2017						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	

April 2017							May 2017							June 2017						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				

 School Closed/Holidays



## 2019-2020 Calendar

### August 2019

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

### September 2019

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

### October 2019

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

### November 2019

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

### December 2019

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

### January 2020

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

### February 2020

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

### March 2020

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

### April 2020

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

### May 2020

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

### June 2020

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

### July 2020

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

Date	Event or Holiday
Aug 20	First Day of School
Sep 02	Labor Day
Nov 11	Veterans Day
Nov 25-29	Thanksgiving Break
Dec 16-Jan 03	Winter Break
Jan 20	Martin Luther King Day
Jan 23	End of First Semester
Jan 24	Student Free Day
Jan 27	Beginning of Second Semester
Feb 14	Lincoln's Birthday
Feb 17	Washington's Birthday
Apr 03-10	Spring Break
May 25	Memorial Day
Jun 11	Last Day of School - End of Second Semester

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# Appendix E

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## Course Descriptions

### Middle School –K12 Curriculum

#### 6th Grade Courses

##### **6th Grade Language Arts/English**

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

##### **6th Grade Math**

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

##### **6th Grade Science/Earth Science**

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

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

- Oceans and the atmosphere
- The solar system

## **6<sup>th</sup> Grade Advanced Earth Science**

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

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

## **6th Grade History**

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

## **7th Grade Courses**

## 7th Grade Language Arts/English

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

## 7<sup>th</sup> Grade Math

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

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## 7th Grade Science/Life Science

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

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

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

## 7th Grade Advanced Life Science

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

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

#### 7th Grade History

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

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

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

## **8th Grade Courses**

### **8th Grade Language Arts/English**

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

### **8th Grade Math**

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

### **8th Grade Science/Physical Science**

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

Among other subjects, students study:

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

### **8th Grade Advanced Physical Science**

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

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

### 8th Grade History

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

### ~~Apex~~ High School Curriculum

### Language Arts/English

### English Language Arts 9 ~~Common Core~~

Length: Two Semesters

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

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

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

#### ~~Honors English 1~~ English Language Arts 9 Honors

Length: Two Semesters

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

#### ~~English Language Arts 10~~ Common Core

Length: Two Semesters

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

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

### English Language Arts 10 Honors~~Honors English II~~

Length: Two Semesters

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

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

### English Language Arts 11~~English III—American Literature~~

Length: Two Semesters

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

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



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

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

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

### English Language Arts 11 Honors~~Honors English III~~

Length: Two Semesters

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

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

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

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

#### English Language Arts 12~~English IV—British and World Literature~~

Length: Two Semesters

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

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

#### English Language Arts 12 Honors~~Honors English IV~~

Length: Two Semesters

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

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

#### **AP English Language and Composition-11<sup>th</sup> grade**

Length: Two Semesters

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

#### **AP English Literature and Composition-12<sup>th</sup> grade**

Length: Two Semesters

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

#### **Expository Reading and Writing**

Length: Two Semesters

Expository Reading and Writing is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay, and Gary Soto.

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## **English Electives**

### **Creative Writing**

Length: Two Semesters

Creative Writing is a full-year course that focuses on writing models. Students write poems, narratives, literary analysis, comparison essays, and other assignments. The course supports the writing process, including brainstorming, organization/outlining, writing, revising, conferencing, and editing.

### **Reading Skills and Strategies**

Length: One Semester

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community. The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

### **Writing Skills and Strategies**

Length: One Semester

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

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

### **Creative Writing 11<sup>th</sup> and 12<sup>th</sup> grade**

Length: One Semester

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

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

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

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

### **Media Literacy**

Length: One Semester

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

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

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

## **Math Courses**

### **Consumer Math**

Length: Two Semesters

Consumer Math focuses on the ways math is used in everyday life, with a focus on math principles and money. Students are introduced to statistics, personal finance, taxes, banking and credit, insurance, deductibles and discounts, and retirement funds.

### **Algebra 1 Common Core**

Length: Two Semesters

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

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

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

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

### **Honors Algebra 1**

Length: Two Semesters

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

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

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

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

### **Geometry ~~Common Core~~**

Length: Two Semesters

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

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles;

congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

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

### **Mathematics I Common Core**

**Length: Two Semesters**

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

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

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

### **Honors Geometry**



#### **Length: Two Semesters**

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

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

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

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

#### **Mathematics II Common Core**

#### **Length: Two Semesters**

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

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

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

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

### **Mathematics III Common Core**

Length: Two Semesters

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

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

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

### **Algebra II Common Core**

Length: Two Semesters

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

their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

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

### **Honors Algebra II**

**Length: Two Semesters**

~~Algebra II is a comprehensive course that builds on the concepts covered in Algebra I and prepares students for advanced-level courses. Through a "Discovery Confirmation Practice"-based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications.~~

~~Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.~~

~~Within each Algebra II lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra II lessons include interactive tool-based exercises and math explorations to further connect lesson concepts to a variety of real-world contexts. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.~~

### Integrated Mathematics I

Length: Two Semesters

The fundamental purpose of Mathematics I is to formalize and extend students' understanding of linear functions and their applications. Students build on their prior experiences with data, developing more formal means of assessing how a model fits data. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades.

### Integrated Mathematics II

Length: Two Semesters

The focus of Mathematics II is on quadratic expressions, equations, and functions, and comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

### Integrated Mathematics III

Length: Two Semesters

The standards in the integrated Mathematics III course come from the following conceptual categories: Modeling, Functions, Number and Quantity, Algebra, Geometry, and Statistics and Probability. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

### Pre-Calculus

Length: Two Semesters

Pre-Calculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of

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cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Pre-calculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Pre-calculus assessments include a computer-scored test and a scaffolded, teacher-scored test. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

### **Honors Precalculus**

**Length: Two Semesters**

~~Precalculus is a comprehensive course that weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.~~

~~Within each Precalculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills in a low-stakes problem set before moving on to formal assessment. Additionally, connections are made throughout the Precalculus course to calculus, art, history, and a variety of other fields related to mathematics. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.~~

### **Statistics and Probability ~~and Statistics~~**

**Length: ~~One~~ Two Semesters**

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students

learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The basic connection between geometry and probability is also explored.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

### **AP Statistics**

Length: Two Semesters

~~AP\* Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results of a poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real-world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.~~

### **AP Calculus AB**

Length: Two Semesters

In AP\* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

## **Math Electives**

### **~~Math of~~ Personal Finance**

Length: Two Semesters

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English. This course is aligned with state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

### **Financial ~~Literacy~~Math**

Length: ~~One~~ Two Semesters

Financial ~~Literacy~~ Math helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

~~To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English. This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.~~

## **Liberal Arts Math**

Length: Two Semesters

Liberal Arts Math addresses the need for an elective course that focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problem-solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics.

Within each Liberal Arts Math lesson, students are supplied with a scaffolded note-taking guide, called a Study Sheet, and are given ample opportunity to practice computations in low-stakes Checkup activities before moving on to formal assessment. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-own-words" interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

## **Science Courses**

### **Earth Science**

Length: Two Semesters

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

### **Honors Earth Science**

Length: Two Semesters



Earth and space science is an inquiry-based course focusing on the study of space, geologic and atmospheric processes, and the impact of human activity on Earth systems. Through experimentation and investigation, students will master a comprehensive understanding of: 1) the objects that make up our vast universe, 2) the history of the universe and our planet Earth, 3) the materials and processes that shape our world, 4) the interactions between the major spheres of Earth, 5) Earth's natural resources and hazards, and 6) the roles that humans play in altering our planet. Inquiry-based performance tasks, labs, and activities are introduced and taught in this course.

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~~Earth Science is a robust course that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Students are encouraged to look at Earth science from both personal and worldly perspectives and to analyze the societal implications of the topics covered. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation.~~

~~Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.~~

## Physical Science

Length: Two Semesters

This physical science course addresses overarching ideas of two branches of science, chemistry and physics, in accordance with the Next Generation Science Standards (NGSS), which emphasize critical thinking and engineering practices. Students will develop strong communication skills to communicate their questions, hypotheses, methods, and findings. Students will incorporate graphs and tables to represent their quantitative and qualitative data and use this evidence to support their claims. Upon completing the class, students will have foundational scientific knowledge of the laws and theories regarding matter and energy that encourages the application of science to real-life contexts.

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~~Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.~~

~~Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.~~

## **Honors Physical Science**

Length: Two Semesters

Physical Science is a thorough course that provides students with an understanding of the nature and structure of matter, the characteristics of energy, and the societal implications of physical science concepts. Using the scientific method — observation, data collection, analysis, hypothesis, and conclusion — students are encouraged to extend their knowledge through the development of scientific explanations, hypotheses, and conclusions.

Course topics include an introduction to kinematics, including gravity and two dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

## **Biology**

Length: Two Semesters

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

## **Honors Biology**

#### **Length: Two Semesters**

~~Biology is an in-depth course that furthers mastery of scientific skills, fosters a deep understanding of key concepts, and promotes the application of the scientific method to biological topics.~~

~~The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.~~

~~Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.~~

~~Biology students are frequently asked to respond to scientific problems and issues via written assignments. Moreover, Exploration activities challenge Honors students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.~~

#### **Chemistry**

#### **Length: Two Semesters**

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

### **Honors Chemistry**

**Length: Two Semesters**

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

### **Physics**

**Length: Two Semesters**

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

### **Honors Physics**

**Length: Two Semesters**

~~Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.~~

~~The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.~~

~~Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.~~

~~Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities to apply learned concepts and practice their writing skills.~~

~~Exploration activities challenge students to deconstruct scientific claims, analyze scientific~~

articles, and suggest follow-up experiments or topics for further research. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

#### **AP Environmental Science**

Length: Two Semesters

This course uses an interdisciplinary approach to examine the interrelationship between organisms and their physical environment. Students gain an awareness and understanding about ecological concepts and current environmental issues regarding air quality, water resources, energy resources, integrated water management, and human and natural communities.

#### **Science Electives**

##### **Anatomy**

Length: Two Semesters

During this class, students will explore the relationship between structure and function in the human body. Topics covered over this yearlong class include chemical composition of the body, levels of organization, body systems, and the effect of diseases on certain systems.

##### **Psychology**

Length One Semester

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

##### **AP Psychology**

Length: One Semester

AP\* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of

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human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation.

### **AP Biology**

Length: Two Semesters

AP<sup>\*</sup> Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and how organisms utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary sources, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course. Students perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

### **AP Chemistry**

Length: Two Semesters

AP<sup>\*</sup> Chemistry builds students' understanding of the nature and reactivity of matter. After

studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-base equilibria. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Chemistry course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college chemistry course. Students perform hands-on labs that give them insight into the nature of science and help them understand chemical concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material, and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

## **Social Studies Courses**

### **Geography and World Cultures**

Length: One Semester

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.



Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

### **Honors Geography and World Cultures**

Length: One Semester

Geography and World Cultures is a robust, one-semester course that explores how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

At the intersection of culture and geography, students learn about art, science, individuals and communities, and history and current events. Students discover how a mountain in the distance can inspire a Sufi poet, how a river blocking a passage occupies a civil engineer and a ship builder alike, and how the sound of a busy Cairo street inspires a musician. Human history is all about cultures meeting — how they influence and inspire each other; what sets one apart from the next; and how they battle each other for land, natural resources, religious dominance, and more.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches analytic writing, and introduces students to the close examination of primary documents. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **World History Since the Renaissance**

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st

centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **Honors World History ~~Since the Renaissance~~**

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past

A significant focus of this course is student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use the Internet to gather information for creative writing assignments. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **US History ~~Since the Civil War~~**

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also

exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

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The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

### **~~US and Global~~ Economics**

Length: One Semester

~~U.S. and Global~~ Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

~~U.S. and Global~~ Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

#### **Honors ~~U.S. and Global~~ Economics**

Length: One Semester

~~U.S. and Global~~ Economics is a wide-ranging course that provides an introduction to key economic principles. Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. They have ample opportunity to develop their points of view and apply what they learn to the promotion of civic action. Topics include an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

~~U.S. and Global~~ Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read extensive selections from crucial primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

## **US Government and Politics**

Length: One Semester

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

## **Honors US Government and Politics**

Length: One Semester

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

## **AP U.S. History**

Length: Two Semesters

In AP\* U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

#### AP ~~U.S.~~ Government and Politics

Length: One Semester

AP\* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

#### AP Human Geography

Length: Two Semesters

This year-long course gives students the opportunity to study humanity's historic and contemporary relationship with the physical world and natural resources, along with human

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innovations in culture, governance, agriculture, and industry. \*AP is a registered trademark of the College Board.

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### **AP Macroeconomics**

Length: One Semester

AP\* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

### **AP Microeconomics**

Length: One Semester

AP\* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board.

### **Social Studies Electives**

#### **Sociology**

Length: One Semester

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social

change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics. The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

### **Psychology**

Length: Two Semesters

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction. The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

### **AP Psychology**

Length: Two Semesters

AP\* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation.

### **World Regional Geography**

Length: One Semester

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This semester-long course introduces students to the physical, cultural, and political geography of the various regions of the world. Comprehensive and organized by region, this course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment as they gain a rich understanding of global cultures and the historical factors that have shaped the world around them.

### **Multicultural Studies**

Length: One Semester

~~Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.~~

~~Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.~~

~~In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.~~

~~The content and skill focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).~~

### **World Languages**

Spanish 1

Length: Two Semesters

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in this course is presented at a moderate

pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

### **Honors Spanish I**

**Length: Two Semesters**

~~Spanish I covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language. Spanish I students learn to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as ecology, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students explore words used in different Spanish-speaking regions, and they learn about the cultures of Spanish-speaking countries and regions within and outside Europe. Web explorations give students further insight into the culture and people of the Spanish-speaking world, including the United States. Spanish I is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.~~

### **Spanish II**

**Length: Two Semesters**

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

### **Honors Spanish II**

**Length: Two Semesters**

~~Spanish II covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and~~

communicative approaches to learning language.

Leveraging Spanish I concepts, Spanish II students learn to communicate more confidently about themselves and their hopes and fears, as well as about topics beyond their own lives — both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in cooking, geography, and architecture. Instruction in language structure and grammar includes verb forms, tenses, moods and uses, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. Students also are encouraged to consult materials outside the course, such as Web links, community resources, or other media, to better understand Spanish-speaking culture and people. Spanish II is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

### Spanish III

Length: Two Semesters

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **AP Spanish Language and Culture**

Length: Two Semesters

AP\* Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. This course has been authorized by the College Board to use the AP designation. \*AP is a registered trademark of the College Board

## **French I**

Length: Two Semesters

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **~~Honors French I~~**

~~Length: Two Semesters~~

~~Balanced between the thematic and communicative approaches to learning language, French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside~~

Europe, as well as insight into Francophone culture and people. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **French II**

Length: Two Semesters

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **Honors French II**

Length: Two Semesters

Building on French I concepts, French II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives — both in formal and informal address. Balanced between the thematic and communicative approaches to learning language, each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes verb conjugations and uses in the present tense, past tense, and imperative and conditional moods, as well as direct and indirect objects and personal, possessive, and relative pronouns. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. To further connect to French culture and people, students are encouraged to view supplementary materials on the Web or to consult community resources or other media. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **French III**

Length: Two Semesters

In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French and respond orally or in writing to

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these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

## **German I**

Length: Two Semesters

Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## **German II**

Length: Two Semesters

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their

language progression can be monitored. By semester 2, the course is conducted almost entirely in German. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

### Latin I

Length: Two Semesters

Latin I introduces students to the Latin language by incorporating Latin into the English grammar curriculum. Latin I is a two-semester course that will teach students the how to pronounce, write, read and understand Latin texts. In addition, students will increase their vocabulary banks, improve their grammar skills and establish a firm understanding of the foundations of the Latin language and also Roman culture. This class will also prepare students for the Latin II class. Since mastering a classical language presents different challenges from learning a spoken world language, students learn Latin through ancient, time honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, provide students with a strong foundation for learning Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on engaging with authentic classical Latin through weekly encounters with ancient passages from such prestigious authors as Virgil, Ovid, and Lucretius. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

### Latin II

Length: Two Semesters

Latin II continues the student's study of the Latin language by further incorporating Latin into a more complicated English grammar curriculum. Latin II is a two-semester course that will expound on the student's basic understanding of the Latin language. In addition, students will increase their vocabulary banks, improve their grammar skills, continue to establish a firm understanding of the foundations of the Latin language and also Roman culture. In addition students will continue to read, understand and interpret Latin texts. This class will also prepare students for

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the Latin III course.

Students continue with their study of Latin through ancient, time-honored, classical language approaches which include repetition, parsing, written composition, and listening exercises. These techniques, combined with a modern multimedia approach to learning grammar, syntax, and vocabulary, prepare students for a deeper study of Latin. Each unit consists of a new vocabulary theme and grammar concept, reading comprehension activities, writing activities, multimedia culture, history, and mythology presentations, and interactive activities and practices which reinforce vocabulary and grammar. The emphasis is on reading Latin through engaging with myths from the ancient world which are presented in Latin. The curriculum concurs with the Cambridge school of Latin; therefore, students will learn ancient high classical styles of pronunciation and grammar in lieu of generally less sophisticated medieval styles, making it possible for students to comprehend the most Latin from the widest range of time periods. Students should expect to be actively engaged in their own language learning, understand and use common vocabulary terms and phrases, comprehend a wide range of grammar patterns, understand and analyze the cultural and historical contexts of the ancient sources they study, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

### Latin III

Length: Two Semesters

Latin III is designed to review and complete the student's knowledge of the Latin language, and also to gain significant expertise in the study of literature both prose and poetry. This class will strengthen the student's ability to read, write and translate many types of Latin literature. In their literature analysis, students will explore topics such as government, education, religion and war from a wide range of authors. This exploration will allow to them to understand Roman history and how that has shaped aspects of the modern world.

### Mandarin Chinese I

Length: Two Semesters

Students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Both Chinese characters and pinyin are presented together throughout the course and specific character practices are introduced

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after the first quarter. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

### **Mandarin Chinese II**

Length: Two Semesters

Students continue their study of Chinese by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Character recognition and practice are a key focus of the course and students are expected to learn several characters each unit. However, pinyin is still presented with characters throughout the course to aid in listening and reading comprehension. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Chinese-speaking regions, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

### **Electives**

#### **Life Skills**

College and Career Prep I

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in

college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

### **College and Career Prep II**

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I. College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond. The course is based on the American School Counselors Association National Standards for school counseling programs.

### **Visual and Performing Arts**

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## **Art I**

Length: Two Semesters

This course is designed to provide a basic foundation of Visual Arts concepts and allow exploration of these concepts. Students will learn about the five components of the California Standards within this course; Artistic Perception, Creative Expressions, Historical and Cultural Context, Aesthetic Valuing and Connections, and Relationship and Applications. In addition to expanded opportunities to express ideas through the Visual Arts, students will explore Art Theory, apply the conventions of Art Criticism, and develop basic skills through experimentation with media and techniques used to create Art. Students will explore a variety of Art styles and media such as; drawing, painting, ceramics, sculpture, and mixed media. Students will review works by the masters and understand their influences in the world throughout history and among various cultures.

## **Dance I**

Length: Two Semesters

Dance I is a class that introduces students to the study of dance. Students will study different dance styles and forms, including historical and cultural information on dance. This class is designed for all students within or without previous experience in dance and can prepare students for more advanced classes. Dancers express ideas, stories, rhythm, and sound with their bodies. Students experience and develop an awareness of dance from various times, places, social groups, cultures, a variety of dance genres, styles, and traditions. Students demonstrate an understanding of the roles, purposes, and meanings of dance in the lives of individuals and in communities.

## **Dance II**

Length: Two Semesters

This course helps students learn the intermediate skills of dance while improving their techniques, poise, self-confidence, and creative ability. Students will demonstrate an intermediate level of consistency and reliability in performing technical skills, development and refinement of proficient skills to create dances with coherence and aesthetic unity. They will examine ways that a dance creates and conveys meaning before considering the dance from a variety of perspectives, establish, and apply aesthetic criteria in evaluating their own work and that of others. Students will continue to refine proper body alignments, body part articulation, muscle strength and flexibility, and coordination in axial and locomotor movement. They will create dances forms. They will perform and discuss movement, motifs, phrases, and dance compositions with particular attention to how meaning was created.

## **Dance III**

#### Length: Two Semesters

This course helps students learn the intermediate skills of dance while improving their techniques, poise, self-confidence, and creative ability. Students will demonstrate an intermediate level of consistency and reliability in performing technical skills, development and refinement of proficient skills to create dances with coherence and aesthetic unity. They will examine ways that a dance creates and conveys meaning before considering the dance from a variety of perspectives, establish, and apply aesthetic criteria in evaluating their own work and that of others. Students will continue to refine proper body alignments, body part articulation, muscle strength and flexibility, and coordination in axial and locomotor movement. They will create dances forms. They will perform and discuss movement, motifs, phrases, and dance compositions with particular attention to how meaning was created.

#### **Digital Media**

#### Length: Two Semesters

This course is a study in media arts with an emphasis of two/three dimensional design and representation through film, photography, and other digital media. The class is structured around completion of digital media arts applications that synthesize and demonstrate learning from the course of study, and that incorporate themes and topics explored in other fine art courses. Digital Media emphasizes the theories and elements of art and the principles of design, and their use and application in digital mediums to inform, persuade, and entertain. Students will develop an appreciation for traditional and contemporary artistic expression, as well as an understanding of the historical and contemporary role of video/film media as a means of communication in, and its influence upon, society and culture. Students will work to design, create, critique, and present two- and three-dimensional visual and digital media projects using technology and industry-based software, such as Adobe Illustrator, Adobe Photoshop, Gimp, Inkscape, Pencil 2, Stop Motion Studio and iMovie, all common in the professional world. In addition, they will develop their skills in critical thinking, problem solving, writing, analysis, and presentation.

#### **Music Theory**

#### Length: Two Semesters

In this course, students will gain a broad understanding of music and the creation of musical compositions. Students will discover and demonstrate the fundamentals of music notation. They will understand tonality and how music is constructed. Students will articulate, discuss and share the creative process of music composition. Students will create and perform their own compositions.

#### **Piano I**

#### Length: Two Semesters

This course is designed to help students progress with their skills and understanding of playing the piano. The course presents an overview of musical principles and theories, and develops students' technical skills. Students will learn skills that transfer to other instruments. Students will also learn to read simple compositions by learning basic elements of music such as melody, harmony, rhythm, and form. Students will study music notation and intervals, ear training, music writing, reading music, and playing pieces on the piano. Students will also be able to read chord charts and develop a basic understanding of music theory.

#### **Piano II**

#### Length: Two Semesters

Piano II is designed to review fundamentals needed for piano performance. Students will increase musical understanding by reviewing and practicing rhythms, key signatures, theory concepts, ear-training, and basic composition. Students will learn and reinforce music concepts foundational for instrumental and vocal performance, college music majors, and college piano proficiency exams. Course content also includes the foundation necessary for engaging in multiple opportunities for self-expression, and more deeply understanding a variety of creative efforts. Course content includes Visual and Performing Arts Content Standards for California Public Schools and with the objective of preparing students to participate in the social, cultural, and intellectual interplay among people of differing cultural backgrounds and national origins.

#### **Theater I**

#### Length: Two Semesters

This course will serve as an introduction to the vast world that is theater. The course includes an overview of theatre history and theory. World theatre traditions, and basic acting technique are explored. This course is designed to expand students' awareness of their own creative and expressive capabilities. Through close and careful attention to technique and desired effect, students gain awareness into their own tendencies on the stage. Specific techniques and concepts to be improved upon are: vocal expression; physical expression; analysis of a character's motivation; improvisational techniques; and the art of set design and prop selection. A key object of the course is to give learners another outlet for artistic expression, an appreciation for the art and history of theatre, a sense of cultural involvement and discovery, and a foundation for potential future involvement in the theatre community. The course will culminate in the learners building their own theatrical experiences, informed by the activities and research undertaken throughout the whole of the course and their own understanding of the nature of theatre.

#### **Theater II**

#### Length: Two Semesters

Theatre II builds on knowledge and skills introduced in Theatre I. Students develop more specific skills in the areas of: acting, design, playwriting, script analysis, research, directing, and presentation. This course focuses on the performance aspect of drama such as improvisation, monologues, and ensemble acting. Emphasis is on all theater fundamentals, historical theater, and theater of different cultures. Students will learn in depth the fundamentals of theater including: theater terms, the development of theater over time, acting techniques, character analysis, stage movement, prop and costume usage. Students will also be able to develop the ability to self-correct in response to suggestions, demonstrate the ability to establish aesthetic criteria and apply it in evaluating their own work and that of others, and demonstrate an understanding of theater in various cultures and historical periods.

#### **Visual Arts**

#### Length: Two Semesters

This course will cover topics including: Art history, Elements of Art, Principles of Design, two and three dimensional art, art in design and political and social art statements. Students will complete a variety of studio art projects including, but not limited to: drawing, painting, and three-dimensional art.

#### **Voice**

#### Length: Two Semesters

Voice I is designed for beginning voice students to work on the skills of singing, including vocal technique (in speech and singing), and solo vocal performance. The student will perform a variety of music, including classical, contemporary, and traditional styles from various time periods and cultures. The following vocal/musical skills will be stressed: proper vocal production, sight-reading proficiency, ear training, expansion of range, technical facility, a cappella singing, and dynamic nuances. Various languages will be incorporated in the repertoire, designed to challenge and perfect the musicianship of every student. Students will work on self-improvement by fostering and developing greater self-awareness, confidence, and expression. Students will develop an appreciation for the vocal art as a cultural force in a civilized world and learn ways in which singing is used in culture and in individual lives. Student will continue developing skill in listening, reading and performing Choir music opens an avenue of personal expression that provides the performer deeper understanding of the self and a way to evoke images, feelings and emotions that communicate not only sound but sense (meaning) to others. Further, students now live in an age of instant music and a social community that considers aesthetic valuing as a strictly personal preference.

#### **Fine Arts**

## **Art Appreciation**

Length: One Semester

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art. Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

## **Music Appreciation**

Length: Two Semesters

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

## **PE/Health/Psychology**

### **Physical Education**

Length: One Semester

Physical Education combines the best of online instruction with actual student participation in

weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

### **Skills for Health**

Length: One Semester

~~Skills for~~ Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.



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**Appendix F**

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We the undersigned believe that the attached charter for the creation of Inspire Charter School - North (the "Charter School") merits consideration and hereby petition the governing board of the Winship-Robbins Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

**By the Lead Petitioners:**

Herbert Nichols \_\_\_\_\_ 11/6/15  
 Name Signature Date  
 Kimmi Buzzard \_\_\_\_\_ 11/6/15  
 Name Signature Date

The petitioners recognize Herbert Nichols and Kimmi Buzzard as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Meridian Elementary School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Credentials Held	Phone Number
Jason White	Jason A. White	11/6/15	Single Subject	858-215-2282
Sara Coronado	Sara C. Coronado	11/6/15	Multiple Subject	858-205-4529
Hindsey Chan	Hindsey Chan	11/6/15	Multiple Subject	858-761-3077
Candice Betz	Candice Betz	11/6/15	Multiple Subject	858-335-0740
Joy Olson	Joy Olson	11/6/15	Multiple Subject	619-990-8057
Jennifer Faber	Jennifer Faber	11/6/15	Multiple Subject	858-774-2158
Erika Vanderspek	Erika Vanderspek	11/6/15	Multiple Subject	858-312-5408
Justin Bernum	Justin Bernum	11/6/15	Multiple Subject	619-665-6926
Shari Evendson	Shari Evendson	11/6/15	Multiple Subject	619-339-1516

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**Appendix G**

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# Inspire Charter School - North

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Jenell Sherman

Principal, Inspire Charter School - North

#### About Our School

Dear Homeschool Family,

Welcome! We are excited about supporting and encouraging you and your family with a variety of independent study information and resources.

We understand that learning is a never-ending adventure and can take place in many different settings and at any time of the day. We believe deeply in the idea of supporting each child's learning style and each parent's teaching style. We value each and every one of our families and we are here to serve, support, encourage, and inspire community within our school. We are both student and parent-driven and our hope and heart intention is to listen, research, and create a collaborative learning environment that helps ensure the best personalized learning experience for every student and family.

We will always value and listen to our families' suggestions and opinions and would love to hear from you to ensure that we are achieving our goal of fully supporting our homeschool families. Please send us an email or give us a call to share your thoughts, ideas, suggestions, and questions with us!

Partnering with you,

Jenell Sherman

Principal

#### Contact

*Inspire Charter School - North  
4305 South Meridian Rd.  
Meridian, CA 95957-9647*

*Phone: 916-568-9959  
Email: [jenell@inspireschools.org](mailto:jenell@inspireschools.org)*



## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)		School Contact Information (School Year 2019—20)	
<b>District Name</b>	Winship-Robbins	<b>School Name</b>	Inspire Charter School - North
<b>Phone Number</b>	(530) 738-4386	<b>Street</b>	4305 South Meridian Rd.
<b>Superintendent</b>	Dawn Carl	<b>City, State, Zip</b>	Meridian, Ca, 95957-9647
<b>Email Address</b>	<a href="mailto:dawnc@sutter.k12.ca.us">dawnc@sutter.k12.ca.us</a>	<b>Phone Number</b>	916-568-9959
<b>Website</b>	<a href="http://winship-robbins.sutter.k12.ca.us">http://winship-robbins.sutter.k12.ca.us</a>	<b>Principal</b>	Jenell Sherman
		<b>Email Address</b>	<a href="mailto:jenell@inspireschools.org">jenell@inspireschools.org</a>
		<b>Website</b>	<a href="http://www.inspire-north.org">www.inspire-north.org</a>
		<b>County-District-School (CDS) Code</b>	51714560133934

*Last updated: 1/25/2020*

### School Description and Mission Statement (School Year 2019—20)

Inspire Charter School- North is a tuition-free, public charter school serving transitional kindergarten through 12th grade students in Sutter, Sacramento, Placer, Yolo, Colusa, Butte, and Yuba Counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs. Offering both flexibility and choice, Inspire empowers families to tailor a school program that is designed around the specific and unique needs of each student. Under the direction of highly qualified credentialed teachers, students engage in learning models that could include 100% online coursework, offline textbook work, project based learning, and unique enrichment opportunities.

#### Mission

Inspire Charter School-North provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with fully credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

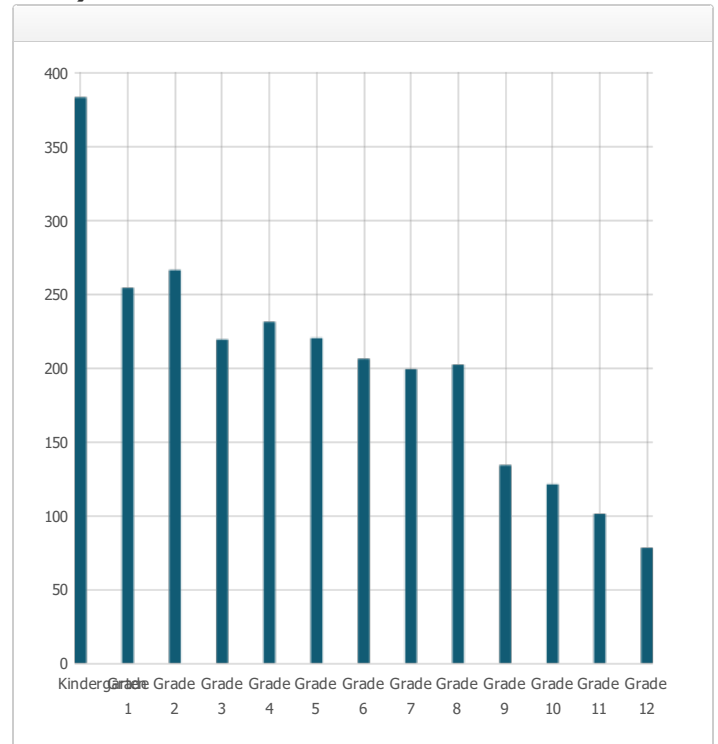
#### Vision

Inspire Charter School-North develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

*Last updated: 1/27/2020*

## Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	383
Grade 1	254
Grade 2	266
Grade 3	219
Grade 4	231
Grade 5	220
Grade 6	206
Grade 7	199
Grade 8	202
Grade 9	134
Grade 10	121
Grade 11	101
Grade 12	78
Total Enrollment	2614



*Last updated: 1/25/2020*

## Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.90 %
American Indian or Alaska Native	0.80 %
Asian	1.80 %
Filipino	0.90 %
Hispanic or Latino	14.50 %
Native Hawaiian or Pacific Islander	0.30 %
White	68.20 %
Two or More Races	6.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.10 %
English Learners	4.30 %
Students with Disabilities	8.20 %
Foster Youth	0.20 %
Homeless	1.50 %

## A. Conditions of Learning

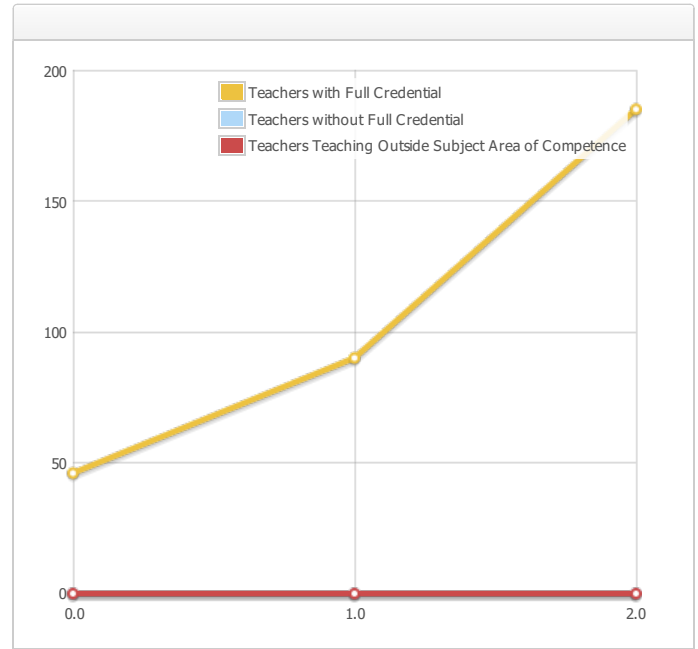
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

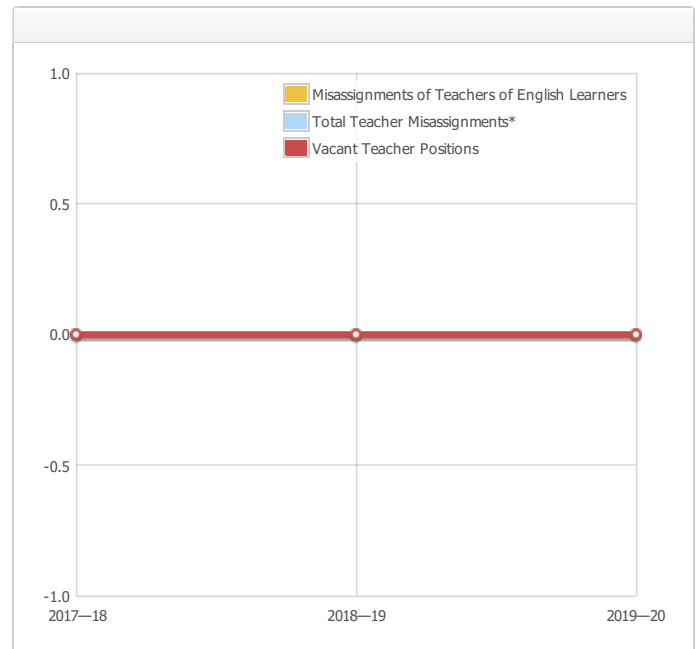
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	46	90	185	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/27/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/25/2020



**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

Year and month in which the data were collected: September 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw -Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.00 %
Mathematics	McGraw -Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.00 %
Science	McGraw -Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.00 %
History-Social Science	McGraw -Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.00 %
Foreign Language	McGraw -Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.00 %
Health	McGraw -Hill Edgenuity ALEKS K12 Lincoln Empowered StrongMind Odysseyware Acellus	Yes	0.00 %
Visual and Performing Arts	McGraw -Hill Edgenuity K12 StrongMind Odysseyware Acellus	Yes	0.0 %
Science Lab Equipment/Grades	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/25/2020*

## School Facility Conditions and Planned Improvements

Inspire Charter School-North is an Independent Study Charter School and takes great efforts to ensure that all administrative offices are clean, safe, and functional. To assist in this effort, we use the facility survey instrument developed by the State of California OPSC. The results of this survey are available at the administrative office.

*Last updated: 1/25/2020*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	42.0%	40.0%	43.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	20.0%	23.0%	22.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/25/2020*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1416	1279	90.32%	9.68%	42.10%
Male	669	607	90.73%	9.27%	37.56%
Female	747	672	89.96%	10.04%	46.20%
Black or African American	44	41	93.18%	6.82%	21.95%
American Indian or Alaska Native	--	--	--	--	
Asian	23	22	95.65%	4.35%	50.00%
Filipino	--	--	--	--	
Hispanic or Latino	209	186	89.00%	11.00%	32.97%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	997	907	90.97%	9.03%	44.43%
Two or More Races	99	85	85.86%	14.14%	43.53%
Socioeconomically Disadvantaged	569	503	88.40%	11.60%	36.18%
English Learners	96	90	93.75%	6.25%	28.89%
Students with Disabilities	160	141	88.13%	11.87%	24.29%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	15	13	86.67%	13.33%	15.38%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/25/2020*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1416	1285	90.75%	9.25%	20.08%
Male	669	610	91.18%	8.82%	23.77%
Female	747	675	90.36%	9.64%	16.74%
Black or African American	44	42	95.45%	4.55%	11.90%
American Indian or Alaska Native	--	--	--	--	
Asian	23	22	95.65%	4.35%	36.36%
Filipino	--	--	--	--	
Hispanic or Latino	209	186	89.00%	11.00%	15.59%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	997	911	91.37%	8.63%	20.53%
Two or More Races	99	86	86.87%	13.13%	19.77%
Socioeconomically Disadvantaged	569	508	89.28%	10.72%	14.76%
English Learners	96	90	93.75%	6.25%	8.89%
Students with Disabilities	160	142	88.75%	11.25%	8.45%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	15	13	86.67%	13.33%	7.69%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/25/2020*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/25/2020*

## Career Technical Education (CTE) Programs (School Year 2018—19)

Inspire Charter School-North continues to develop and implement Career Technical Education (CTE) pathways to help prepare students for rapidly shifting workplace requirements. In alignment with the statewide Doing What Matters Initiative (DWMI), we will strive to develop a CTE program that is responsive to the needs of regional economies. Thus, we actively collaborate with local college and industry representatives to implement CTE course pathways, internships, and/or industry certificates that will help prepare students for the regional labor market needs. Our CTE program is also intended to prepare students for college simultaneously. As such, we are actively aligning our CTE courses with the University of California A-G subject-area requirements. Further, our CTE program provide access to all students regardless of gender, socio-economic status, special needs, and/or English proficiency.

*Last updated: 1/25/2020*

## Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	106
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 1/25/2020*

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	10.18%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	6.25%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.40%	30.60%	36.10%
7	17.70%	26.10%	36.00%
9	18.80%	23.40%	35.20%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/27/2020*



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019—20)

Inspire Charter School-North ensures parents, legal guardians, and teachers have an opportunity to participate in governance of the school. Some of the voting members of the board of directors are nominated by parents/guardians. The parent representatives provide insight of students and families as it is related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school related activities. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on effectiveness of all aspects of the school from their perspective, related to their experience. The results of the survey are reviewed along with information on program effectiveness from variety of in-house assessments such as student and staff engagement surveys, summative and formative assessment data. Survey results are shared with families and community. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, specialty program tracks, and outreach that enrich the students' educational experience.

### State Priority: Pupil Engagement

*Last updated: 1/25/2020*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

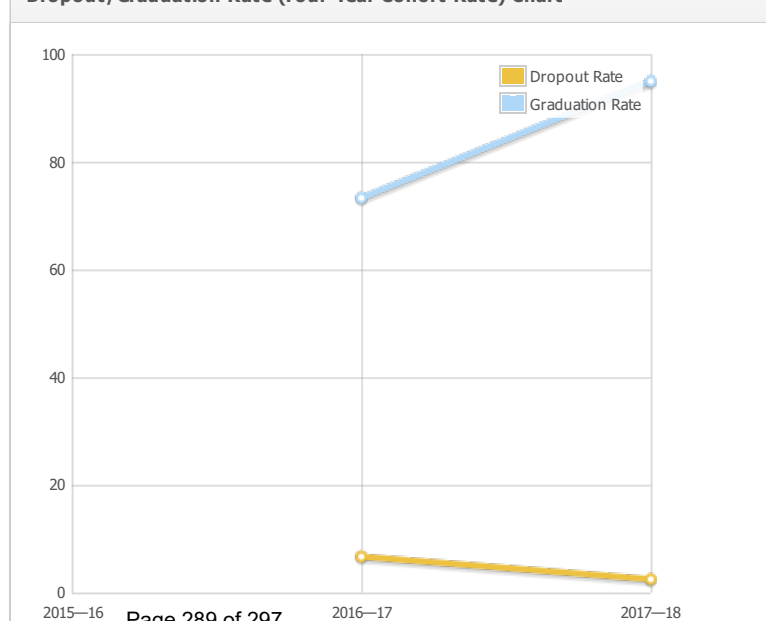
- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	6.70%	2.50%	6.70%	2.50%	9.10%	9.60%
Graduation Rate	73.30%	95.00%	73.30%	95.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/25/2020*

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	0.20%	0.10%	0.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/25/2020*

## School Safety Plan (School Year 2019—20)

Inspire Charter School-North has a Comprehensive Safety Plan which is reviewed, updated, and discussed every fall before school resumes. The safety plan includes emergency procedures and contact information, evacuation routes, incident command system procedures, and an injury and illness prevention plan.

*Last updated: 1/27/2020*

## **D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

<b>Title</b>	<b>Ratio**</b>
Counselors*	1

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/25/2020*

**Student Support Services Staff (School Year 2018—19)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.30
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.20
Other	16.50

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/27/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8382.31	\$536.42	\$7845.89	\$54006.00
District	N/A	N/A	--	\$54643.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/25/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

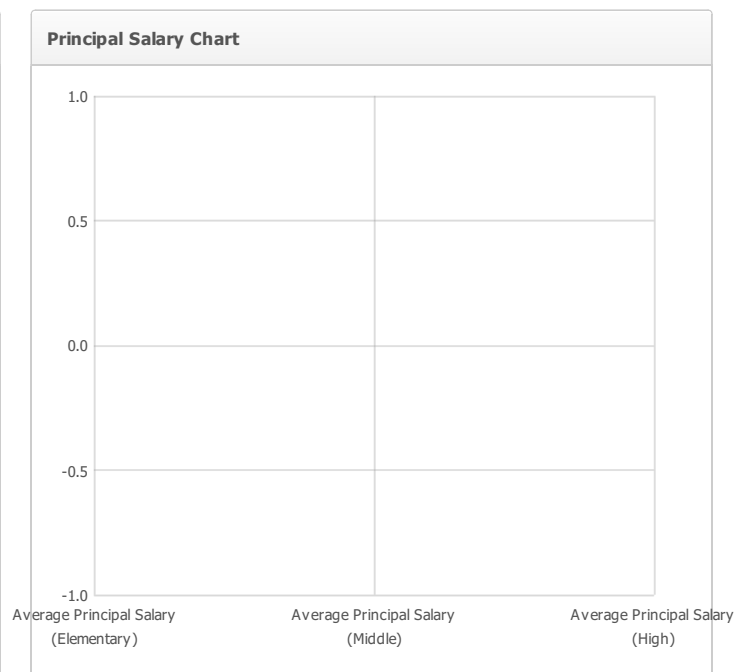
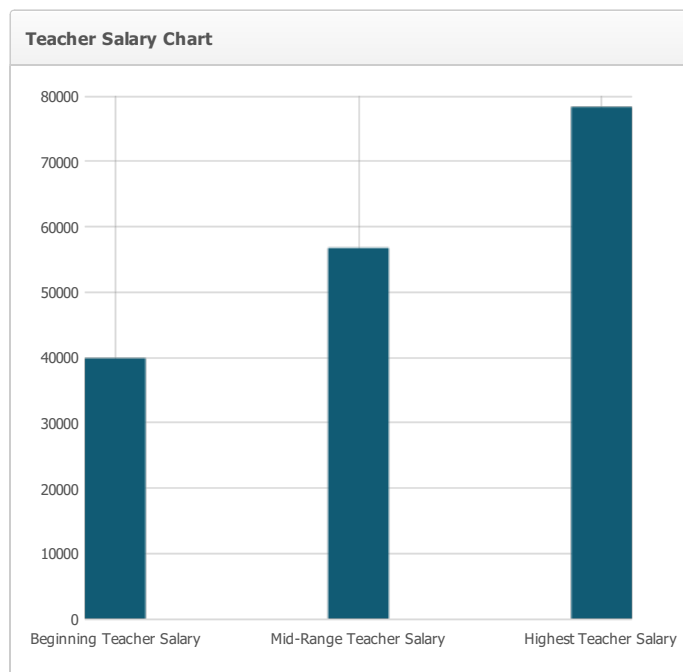
Inspire Charter School-North provides comprehensive services to support students' academic development. Eligible students receive special education services to support their individualized Education Plan (IEP), students are provided resources such as textbooks, technology and related educational materials. In addition, the school regularly measures student proficiency in English Language Arts and Mathematics regularly through a variety of metrics including online benchmark assessment twice per year. Students who receive a score indicating a grade level proficiency that is two or more levels below their current grade level on any one standard are provided support including a specialized curriculum, tutoring, and/or an academic coach. Individualized supports focus on a student's demonstrated area of need and are available in virtual tutoring or online intervention program. The school has partnered with local community organizations and businesses to provide educational workshops, specialty program tracks, and outreach that enrich the students' educational experience.

*Last updated: 1/25/2020*

**Teacher and Administrative Salaries (Fiscal Year 2017–18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,864	\$45,252
Mid-Range Teacher Salary	\$56,748	\$65,210
Highest Teacher Salary	\$78,341	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$128,000	\$124,686
Percent of Budget for Teacher Salaries	19.00%	31.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/25/2020*

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	3	0.10%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 1/25/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

*Last updated: 1/27/2020*



# Feather River Charter School

## 2019-2020 Board Meeting Calendar

August 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



Board Meetings

Sep 21	Board Training 9:00 am - 4:00 pm
Oct 24	Board Meeting 6:00 pm
Nov 19	Board Meeting 6:00 pm
Dec 17	Board Meeting 6:00 pm

Jan 21	Board Meeting 6:00 pm
Feb 18	Board Meeting 6:00 pm
Mar 24	Board Meeting 6:00 pm
April 21	Board Meeting 6:00 pm
May 19	Board Meeting 6:00 pm
Jun 16	Board Meeting 6:00 pm