

# Inspire

School of Arts & Sciences

A California Public Charter School

Renewal Petition  
2012–2017

Submitted to the Chico Unified School District  
Board of Trustees

## Table of Contents

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FOUNDING GROUP AND RENEWAL PETITIONERS	.....	3
SIGNATURES	.....	4
AFFIRMATIONS	.....	5
I. EDUCATIONAL PHILOSOPHY AND PROGRAM	.....	7
II. MEASURABLE PUPIL OUTCOMES	.....	16
III. HOW PUPIL OUTCOMES WILL BE MEASURED	.....	18
IV. GOVERNANCE STRUCTURE	.....	20
V. EMPLOYEE QUALIFICATIONS	.....	22
VI. HEALTH AND SAFETY PROCEDURES	.....	23
VII. MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE	.....	24
VIII. ADMISSION REQUIREMENTS AND POLICY	.....	25
IX. FINANCIAL AUDITS	.....	26
X. PUPIL SUSPENSION AND EXPULSION	.....	26
XI. RETIREMENT SYSTEM	.....	30
XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	.....	30
XIII. EMPLOYEE RIGHTS	.....	30
XIV. DISPUTE RESOLUTION	.....	31
XV. LABOR RELATIONS	.....	32
XVI. SCHOOL CLOSURE	.....	32
SUPPLEMENTAL INFORMATION	.....	34

## Founding Group and Renewal Petitioners

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Chico Unified School District (CUSD) leadership initially approached a group of CUSD faculty and staff regarding the idea of a charter high school. Faculty and staff from CUSD and California State University, Chico (CSUC) collaborated in the initial design for a locally funded charter school. This charter, called the Inspire School of Arts and Sciences (Inspire), is designed to combine the best features of the district's large, comprehensive high schools (including the range of academic and extracurricular opportunities) with the more personalized environment of a self-contained school-within-a-school. This college-preparatory high school option complements the district's existing comprehensive high schools and alternative education programs. Inspire provides an exceptional opportunity for students in and around the CUSD to build a strong academic foundation and to discover the personal talents, skills, and interests that will help to assure their success in postsecondary education and careers. The Inspire faculty listed on the following page have expressed their interest to continue to teach with Inspire during the 2012-2017 charter term.

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

Inspire faculty and staff is unified in its commitment to serve Chico and its surrounding communities as a school of the Chico Unified School District.



## **Affirmations**

1. Inspire School of Arts and Sciences (Inspire) shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.
2. Inspire shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
3. Inspire shall not charge tuition.
4. Inspire shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
5. Inspire shall admit all students who wish to attend the school, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each applicant will be given an equal chance of admission through a public random drawing, as described in Section IX of this document.
6. Inspire shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
7. Inspire shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
8. Inspire shall ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
9. Inspire shall at all times maintain all necessary and appropriate insurance coverage.
10. If a pupil is expelled or leaves Inspire without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

11. Inspire shall follow any and all other federal, state, and local laws and regulations that apply to the charter school.

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Lead Petitioner                      Date  
Ron Pope

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President – Inspire Board of Directors                      Date  
Jay Goldberg

## I. Educational Philosophy and Program

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### *Mission*

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

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

1. Create a learning environment in which teachers, staff and other adults know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide academic and other support each student needs to succeed.
2. Provide foundational skills in core academic areas through an engaging and challenging college preparatory curriculum.
3. Focus on applying skills and knowledge to real-world problems and situations wherever possible, thereby modeling for students how real practitioners (such as scientists, historians, physicians, legal experts) approach their craft.
4. Promote student academic, social, and emotional well-being, self-efficacy, and independence.
5. Provide opportunities for acceleration and enrichment, through partnerships with Butte College and CSU Chico. These partnerships may team high school and college teachers in designing and teaching curriculum, and will allow students to obtain college credit through articulation agreements.
6. Foster deep and ongoing engagement with parents, families, and community members. This will be accomplished through such activities as parent and community advisory groups, community and parent mentorships, opening classrooms and labs for activities that engage parents, students, faculty, and community members, and performances and outreach activities into the community.
7. Create a professional learning community among teachers, administrators, and other school leaders (both at the school site and within the district at large) that emphasizes cooperative professional learning.
8. Maintain a focus on promising educational practices and on the conditions necessary to bring about change in the learning skills, achievement, and success opportunities of historically underserved learners.
9. Enable students to become self-motivated, competent, and life-long learners.
10. Provide an environment where student creativity is valued and encouraged.
11. Create a school structure and course offerings that connect personal interests and skills in the areas of performing/visual arts and engineering to core content and instruction to enhance academic performance.

### ***Targeted School Populations***

The Inspire School of Arts and Sciences opened in the fall of 2010 as a school serving approximately 265 students in grades 9 through 11 (120 freshmen, 80 sophomores, and 65 juniors) and has expanded to serve 380 students in the 2011–2012 school year. The school size within the 9–12 program will not exceed 480, which small-schools researchers suggest is the approximate size to reap the benefits of small learning environments.

The school draws from Chico and surrounding communities and enrolls a cross-section of students that represent the area's diversity in terms of ethnicity, socio-economic status, linguistic background, and nationality. Many students living in Chico, and surrounding communities, whatever their background, face obstacles to attending college or pursuing their career goals. For some, these include language barriers, lack of resources, poor study habits, and limited success in mastering academic skills. Others, feeling the pressure to fit an increasing number of college-prep classes into a six-period day, cannot find room in their schedules for the range of elective classes that would allow them to explore their own personal passions and discover their unique talents. Still others prefer a smaller, more personalized learning environment than that provided by a large comprehensive high school. Inspire's educational program is based on the instructional needs of this diverse population: students who are looking for academic challenge, enhanced academic support, a more connected environment, and more opportunities to discover the possibilities of their futures.

### ***Attendance***

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

### ***What it means to be an "Educated Person" in the 21<sup>st</sup> Century***

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

The California content standards form the basis of the students' educational program, and define the general academic skills we believe are important for an educated person. Our goal is that all students will graduate having fulfilled the a–g coursework required for admission to the CSU or UC systems. Recognizing that some students may need additional time and support to

attain those standards, we provide a graduated menu of short-term and long-term interventions for students, similar to the Dufours' Pyramid of Interventions.

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

### ***How Learning Best Occurs***

#### **Framework for Instructional Design:**

Inspire's instructional design incorporates many features that have been successful in other smaller learning community programs within the district. Ongoing research and site visits enable staff to modify this design, but key features identified by the petitioners include:

- *A personalized learning environment where students are well known by adults in the school*
  - The school operates as a small learning community structure, serving 265 to 480 students, grades nine through twelve.
  - Students and instructors are teamed in smaller groupings, e.g., career focus, grade level.
  - A 35-minute advisory period embedded into the school day provides students the opportunity to access academic interventions, seek additional help with class assignments, meet with on-line course supervising teachers, make up tests, or receive academic or career guidance from staff and participate in academic, technical, and social enrichment opportunities.
  - Personalized learning for each student includes a rigorous curriculum, community connections, and college coursework.
  - Faculty, staff, and administration nurture learning and student success, and provide support and academic intervention as necessary
  - Staff take on multiple roles, including advisor, mentor, counselor, teacher, and student advocate.
- *A rigorous curriculum, with high expectations for all students and an explicit focus on college preparation*
  - The curriculum challenges students to use their minds, and to apply learning across different disciplines

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December 7<sup>th</sup>, 2011*

- High expectations are explicitly applied to all students and reinforced through coursework and counseling/advising
- All students will be strongly encouraged to take the necessary coursework to meet the “a–g” requirements for admission to the University of California and the California State University systems;
- All students have the opportunity to earn college credits through articulated (2+2) courses taught on the high school campus, and through taking college courses at CSU Chico through the High School Scholars program or similar high school/college agreements.
- Some courses, especially electives, may be co–developed and/or co–taught by CSU Chico professors, Butte Community College faculty and high school teachers.
- Academic and advisory programs, including AVID strategies, will emphasize college readiness.
- *A strong connection with the community and local neighborhood*
  - Students are encouraged to participate in community–oriented projects that address community needs and interests and enhance the quality of life of families and citizens;
  - Students may have the opportunity to become an intern in an elementary school classroom, a business, not–for–profit organization or governmental agency;
  - Students are encouraged to become a contributing member of at least one club or team.
- *A strong connection to the University, its faculty, and the School of Education, evident through*
  - Exemplary and on–going professional development in partnership with the university for Inspire teachers
  - Curriculum development in partnership with CSUC faculty and staff
  - A focus on the conditions necessary for all students to engage in the learning process and to succeed in postsecondary education options including 2 and 4 year colleges.
- *A learning environment that is physically and emotionally safe*
  - The school’s small size creates connections across ages and classrooms, and encourages a strong sense of community within classrooms and throughout the school.
  - A school–wide discipline plan focuses on student learning and social responsibility
  - Staff are part of a dynamic and supportive professional learning community
- *Scaffolding and structure is used to support student learning*

- Professional development and coaching focus on how teachers can best scaffold assignments so that students at all ability levels have access to the curriculum
- Vertical professional learning community teams develop four-year sequenced instruction designed to build on previously-learned skills
- Cross-curricular professional learning communities allow teachers to collaborate on lessons that integrate across subject areas
- Patterns of student achievement are discussed with individual students, their families, and teachers.
- Struggling students are identified early so that they can be provided the support they need to help them attain standards-based curriculum.
- *Assessment that is clear and transparent, and used formatively to guide instruction as well as summatively to assess mastery of essential standards*
  - Success within the curriculum is defined by students' ability to demonstrate mastery on assessments
  - Course assessments are based on clear rubrics that highlight essential learning targets for each unit
  - Ongoing classroom assessments are used formatively to guide instruction and identify whether learning has occurred.
  - Authentic assessments, including performance, portfolios and presentations, allow students to demonstrate mastery of essential skills and application of knowledge. These assessments will be in a public forum wherever possible.

#### Instructional Approaches and Strategies

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

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

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December 7<sup>th</sup>, 2011*

- *Inquiry-based instruction:* Teachers often teach through inquiry-based instruction. Inquiry-based instruction strategies involve asking students to structure problems, pursue information and investigations, pose and test hypotheses, collect and analyze various kinds of data, and draw inferences and conclusions for themselves. The subject matter addressed is relevant to the students' lives, and may include outside audiences. As appropriate, other instructional strategies are used, including lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group, or one-on-one format.
- *Service-learning:* Considering issues in their own community will afford students the opportunity to apply their learning in real world settings, to build relationships with adults, and to make contributions to their communities. Student interests will drive the selection of community-based subjects to explore, and may range from needs related to local childcare to problem-solving at local businesses.
- *Technology as a tool for learning:* All Inspire students enjoy access to state-of-art technology, which is used as learning tools throughout students' courses. This technology provides Inspire students with access to information for investigation and research, and to multiple media-related tools for expression of their understanding. Technology is also be integrated through instruction that calls for the use of technology as a tool to support academic learning.
- *Project-based instruction:* Students apply classroom learning to real-world problems, carry out research, analyze and synthesize information across disciplines, and create written and oral final products.
- *Mentorships and internships:* As students begin to identify personal interests that might develop into college or career choices, they will be given the opportunity to learn more through mentorships and internships. These placements, typically during the summer or after school, will give students a closer look at different aspects of the job market, local government, community agencies, or non-profits. The initial placements are planned to be offered during the 2012-2013 school year.
- *Online Advanced Placement courses:* Inspire offers Advanced Placement courses as a part of the regular curriculum taught during the school day, depending on teacher expertise. In addition, the school is investigating AP courses through the University of California College Prep program (UCCP). UCCP courses are UC approved, College Board certified, and may be licensed and used free of charge by school districts and/or county offices of education. While a qualified instructor is required to teach each course, this format may allow smaller groups of students to take advantage of AP course options, as well as providing more AP options than what might typically be provided in a small school.
- *University-school partnerships:* Partnerships have been developed between Inspire and CSU, Chico. Students are gaining valuable knowledge and experience while participating in University-directed activities. Plans are still being developed to increase these opportunities for the 2011-2012 school year. Inspire students and staff as well as the

chairs of the CSU, Chico Department of Education, Computer Science and Engineering expressed their enthusiasm about these ongoing partnerships.

- *AVID*: To help create a college-going culture we infuse AVID skills (Cornell note-taking, etc.) into the curriculum of English and other academic and technical courses.
- *Extended Day*: At least one Inspire lab is typically open until 5 p.m. for student access. Inspire students often travel to CSU, Chico to participate in activities sponsored by the University's School of Engineering. Leadership organizations, clubs, and/or specialized activities are offered during this time.

#### Basic Learning Environment:

While the majority of instruction takes place face-to-face, with students in courses taught by Inspire teachers are constantly developing extensions of their classrooms through the use of internet technology (teacher websites, blogs, online assessments and quizzes, appropriate social media, online video, etc.) School enrollment is capped to provide a small school learning environment which facilitates the development of supportive relationships between teachers, administrators, staff, and individual students. Four days a week, a 35 minute advisory period is provided, designed to build and strengthen Inspire's student-focused culture through communications and advisor/peer discussions related to school and study topics. Two days a week, during this advisory period, students have the opportunity to seek tutoring or other forms of assistance from Inspire instructors. These advisories provide Inspire students with an instructor that follows them throughout their four years of high school. Additionally, each week during advisory, students participate in enrichment activities such as astronomy, yoga, etiquette training, ultimate frisbee, calligraphy, etc. which are taught by Inspire instructors designed to enhance and expand students' educational experiences.

Classrooms are tailored to Inspire's instructional programs. Unique classroom environments are offered for instrumental music, engineering/robotics lab, digital media lab, dance, musical theater, study hall/dining, choral singing, fine arts, and a collaborative hands-on science lab designed for collaboration of high school students with elementary school students.

#### Curriculum:

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

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December 7<sup>th</sup>, 2011*

such as Creative Non-Fiction, Cultural Geography, French Film, Mythology, or Music Appreciation.

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

Inspire offers a variety of means to provide students the extra time and support needed to master the skills and knowledge necessary to meet the rigorous standards set forth by the school. These include differentiated instruction, an advisory period four days a week when students can seek additional help, embedded interventions during the school day, and some departments offer study nights before exams. Inspire staff and administration research professional development opportunities in differentiated instruction, embedded intervention, and scaffolding, and ensure that all teachers hired are provided professional development in these areas so that they can consistently provide structures and scaffolding to students who are struggling, and modifications for students with disabilities. Inspire, staff has identified and put into place a pyramid of interventions. An example of these interventions is included in the supplemental information herein.

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

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

#### Plan for English Learners

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

- Provide teachers with information about their students' English Language Development (ELD) levels, and information about instructional strategies most appropriate for the different levels.
- Provide staff development on differentiated instruction for English Learners
- Group English Learners by ELD level in every classroom for differentiated instruction
- Develop ELD Assessment portfolios to record student progress at each grading period
- Promote the active involvement of the parents of English Learners
- Develop an English Learners Advisory Committee (ELAC) to provide input into the school's ELD program
- Provide written and oral translations of school documents for parents
- Provide opportunities for parents to learn how to support their students at Inspire

- ELD instruction will be provided during the advisory period by CLAD certified English teachers.

#### Plan for Special Education Students

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

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

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

#### Student Success Team

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

#### Section 504/ADA

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

#### Implementing Student IEPs

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

***Informing Parents:***

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

## **II. MEASURABLE PUPIL OUTCOMES**

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***Measurable Student Outcomes***

Inspire seeks to graduate students who possess the academic and personal habits desired of an educated citizenry: intellectual curiosity, analytic ability, creative thinking, self-confidence, self-awareness of personal talents and skills, an understanding of their potential as a contributing member of society, and empathetic action. So that faculty, students, and parents may assess student progress toward these goals regarding the following measurable student exit outcomes, aligned to the school's mission:

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

The exit outcomes are aligned to the school's mission, curriculum, and assessments. School-wide performance goals (including projected attendance levels, dropout rate, graduation rate goals, etc.) are modified continually using student data. Inspire recognizes that school-wide

performance goals and exit outcomes need to be revisited regularly, and will be modified over time to continue to ensure that the program is reflective of and responsive to student need.

### Graduation Requirements:

Inspire's goal is for our graduates to complete UC a–g requirements. However, as we are committed to serving a student body that represents the diversity of our community, we are aware that some students will find the goal of completing all a–g requirements challenging. We will provide the time and support to help students attain these goals through interventions embedded into the school day. Although completion of a–g requirements is our goal, our minimum graduation requirements will mirror those of the Chico Unified School District. Specifically, coursework requirements for graduation will include:

- Social Science 30 credits
  - World History (10 credits)
  - US History (10 credits)
  - Economics (5 credits)
  - US Government (5 credits)
- English / Language Arts 40 credits
- Mathematics (including Algebra I or equiv.) 20 credits
- Lab Science 20 credits
  - Physical Science (10 credits)
  - Life Science (10 credits)
- Visual / Performing Arts  
or Non–English Language 10 credits
- Physical Education 20 credits
- Health 5 credits
- Electives 80 credits

### Credits:

- 225 credits will be required to earn a diploma

### Other Requirements:

- Passing score in English and in math on the High School Exit Exam
- Passing grades in Algebra B or Algebra I

### Accreditation

Inspire is accredited by the Western Association of Schools and Colleges (WASC) through 2014. All students are able to graduate with University of California/California State University (UC/CSU) approved coursework. To this end, all Inspire courses have been submitted for UC a to g approval.

### III. HOW PUPIL OUTCOMES WILL BE MEASURED:

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Inspire utilizes student achievement data continuously to monitor and improve Inspire's educational program, and to ensure that each student receives the attention he or she deserves in making advances toward educational goals. Evaluation is ongoing and continuous, using classroom-based and school-wide assessments. Performance assessments are evaluated with the use of common benchmarks and rubrics. Staff assesses student progress using multiple measures, including academic achievement data (standardized and classroom test scores, grades, performance assessments, benchmark assessments, and classroom-level formative assessments) and other student outcome and perception data (suspension rates, attendance, and survey data measuring student satisfaction) to obtain an overall picture of student satisfaction and achievement. This data informs ongoing professional development, curriculum development and modification, and direction. In addition, grade-level professional learning teams collaborate weekly so staff can analyze achievement data in their own classroom; this data is used to create action plans related to curriculum and instruction.

The list below is an example of the kinds of data that the Inspire collects. (In some cases, the data applies to a subset of students)

- Student demographics (including but not limited to: ethnicity, gender, home language, free/reduced lunch qualification, nationality)
- Student attendance
- Student Grades
- Student Promotion
- Progress toward Senior Portfolio and Defense, and/or Senior Exhibition
- Graduation rate
- Drop-out rate
  - Retention rate
- Reasons for transferring out by Exit Survey
- PSAT and SAT scores (annually)
- College admissions eligibility rate (annually)
- CELDT (annually)
- CAHSEE (annually)
- Advanced Placement tests (annually)
- California Standards Tests (annually)
- State Physical Fitness Test (annually)
- Grade 9 and 11 Writing Proficiencies (annually)
- CSU Early Assessment Program (annually)
- API Similar Schools Ranking (annually)
- AYP (annually)

The following assessment methods will measure progress toward exit outcomes. Minimal required performance levels and will be established during the planning year.

Outcome	On-going Measurements	Exit Assessment(s)
Students will acquire foundational skills in core academic areas (as defined by State Standards)	<ul style="list-style-type: none"> <li>▪ Individual course outcomes (grades)</li> <li>▪ STAR test results</li> <li>▪ CELDT assessment results</li> <li>▪ College admissions eligibility rate</li> <li>▪ Common formative assessments</li> <li>▪ Benchmark assessments in individual courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ CAHSEE</li> <li>▪ Completion of a-g requirements</li> </ul>
Students will be prepared for college	<ul style="list-style-type: none"> <li>▪ Advanced Placement participation and pass rates</li> <li>▪ Rate of UC/CSU eligibility</li> <li>▪ College application rate</li> </ul>	<ul style="list-style-type: none"> <li>▪ CAHSEE</li> <li>▪ Completion of a-g requirements</li> </ul>
Students will demonstrate leadership skills and qualities	<ul style="list-style-type: none"> <li>▪ Individual course outcomes (grades)</li> <li>▪ Leadership course outcomes (grades)</li> <li>▪ Leadership role in clubs and/or sports</li> </ul>	May include: <ul style="list-style-type: none"> <li>▪ Senior project</li> <li>▪ Senior exhibition</li> <li>▪ Senior portfolio</li> </ul>
Students will be effective communicators using oral, written, and media tools	<ul style="list-style-type: none"> <li>▪ CELDT assessment results</li> <li>▪ Ninth grade writing proficiency</li> <li>▪ Eleventh grade writing proficiency</li> <li>▪ Results of performance assessments in content and elective classes (graded on rubrics)</li> </ul>	May include: <ul style="list-style-type: none"> <li>▪ Senior project</li> <li>▪ Senior exhibition</li> <li>▪ Senior portfolio</li> </ul>
Students will engage in community improvement activities on a local and global scale	<ul style="list-style-type: none"> <li>▪ Ongoing participation in service-learning activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Service-learning or community-improvement projects</li> </ul>
Students will think logically and solve problems	<ul style="list-style-type: none"> <li>▪ Individual course outcomes</li> <li>▪ Common school-wide rubrics</li> <li>▪ (e.g. Audience, Community Service)</li> </ul>	May include: <ul style="list-style-type: none"> <li>▪ Senior project</li> <li>▪ Senior exhibition</li> <li>▪ Senior portfolio</li> </ul>

Inspire reports data on student achievement to school staff, parents, and guardians through student/parent communication, School Accountability Report Card (SARC), and individual report cards.

## IV. GOVERNANCE STRUCTURE

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### Parent Involvement:

The staff of Inspire is committed to working in partnership with parents in the governance of the school. This is demonstrated by a weekly newsletter emailed to parents and posted on Inspire's website. One avenue for involvement is through participation on the Board of Directors and Parent Council. Additional avenues for involvement include:

- *Advisory*: membership on Board of Directors and Parent Council as well as participation in annual surveys assessing the school's program
- *Fundraising*: Working with school staff to raise funds to support student and school programs as well as participating with the Inspire Foundation Advisory Board (IFAB)
- *Volunteer*: Parents will be encouraged to share their time and expertise through classroom lectures, enrichment sessions, participation on panels to judge student portfolios and work, attending field trips, serving on parent committees, serving as mentors, tutors, or providing internships to students
- *Advocacy*: communicating the school's program and needs to the public, educators and policy makers to advocate for necessary policies and resources.

### Board of Directors:

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

The number of people serving on the Board of Directors, the length of terms, and the selection process for Directors is specified in the Inspire Board of Director bylaws. The Board of Directors consists of seven (7) voting members and up to two (2) non-voting members acting in an advisory capacity. The voting members reflect constituencies within our school community and the community-at-large, and may include representatives of local post-secondary faculty; community members with a strong background in the arts and/or sciences; the Inspire parent community; the local professional business community; and educators. The Inspire Principal serves as one (1) of the two (2) non-voting member of the board. The Inspire Board of Directors will encourage an Inspire student to serve as a non-voting member of the board. Consistent with Education Code section 47604(b), one (1) Chico Unified School District representative, serves on the Inspire Board of Directors as a voting member. This representative will be nominated by the CUSD Board of Trustees.

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

staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

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

Proposed by-laws and policies

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

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

Members of the Board of Directors are required to comply with any applicable conflict of interest laws and regulations such as Government Code Section 1090 et seq., and the Political Reform Act (Government Code §87100, et seq.). The School shall also comply with the Public Records Act and Education Code section 47604.3. All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9, commencing with Section 54950, of Division 2 of Title 5 of the California Government Code).

Parent Council

The Parent Council will be an advisory group to the Principal. The Parent Council will have broad representation of parents involved. The Parent Council may make recommendations about issues related to Inspire and participate in reviewing parental and community concerns. The Principal will be responsible for communicating all Parent Council policy recommendations to the Board of Directors. This group will be recruited, planned and implemented during the 2012-2013 school year.

Legal organization of the school:

Inspire operates as a locally-funded charter school within the Chico Unified School District.

Structure for providing business and administrative services

Inspire maintains an agreement with the Chico Unified School District which provides personnel, accounting, and payroll services to Inspire.

## V. EMPLOYEE QUALIFICATIONS

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### Qualifications for prospective employees:

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

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

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

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

### Key Positions and Qualifications:

- *Site Principal:* At a minimum, the Site Principal's qualifications will include outstanding communication skills, a strong knowledge of curriculum development and program design, and the ability to build consensus and community. Applicants must hold at least a bachelors degree, and have at least five years experience in teaching, with some experience in program

*Inspire School of Arts and Sciences  
December 7<sup>th</sup>, 2011*

or school administration preferred. A masters degree and a California administrative credential is strongly preferred.

- *Assistant Principal:* the Assistant Principal's qualifications will include outstanding communication skills, knowledge of facilities management, health and safety coordination, emergency preparedness, student discipline, parent collaboration, event planning, and the ability to build consensus and community. Applicants must hold at least a bachelors degree, and have at least three years' experience in teaching. A California administrative credential is strongly preferred.
- *School Office Manager:* The office administrator will work with parents, students, staff, and the community, and be responsible for all administrative clerical duties related to the school. Personal qualifications include strong organizational, time management, and multi-tasking skills; excellent interpersonal and communication skills; and ability to work independently and as part of a team. Applicants must hold at least an A.A. degree, and have at least three years experience in an administrative support position. Experience in a school setting is preferable; proficiency in Microsoft Office is required.
- *Teacher:* All Inspire teachers will be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Teacher credentialing must also satisfy the requirements for "highly qualified teachers" under the No Child Left Behind Act. All teachers serving English language learner students must hold their CLAD or BCLAD certification or equivalent certification approved by the California Commission on Teacher Credentialing.

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

## VI. HEALTH AND SAFETY PROCEDURES

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Criminal Record and TB verification: The School will comply with the provisions of Education Code 44237: Fingerprints and Criminal Records Summary. Each new employee not possessing a valid California State teaching credential must submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. In addition, the

*Inspire School of Arts and Sciences  
December 7<sup>th</sup>, 2011*

Inspire School of Arts and Sciences will conduct criminal background checks of vendors as required by Education Code section 45125.1. Faculty and staff will also be required to furnish proof of an examination and clearance for tuberculosis as required by law. The above requirements constitute conditions of employment.

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

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

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

- Immunization records
- Natural disasters and emergencies
- Blood-borne pathogens
- Facilities requirements
- Drug, alcohol, and tobacco free school
- Criminal background checks for employees
- Mandated child abuse reporting
- Sexual harassment
- Pesticide use
- Internet use
- IIPP Plan
- Safety training
- Emergency and first-aid response
- Asbestos awareness

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

## **VII. MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE**

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Believing that heterogeneity is beneficial for academic achievement and important for leadership development, our staff will make a particular effort to recruit a student body that reflects the diversity of the area in terms of ethnicity, socio-economic status, language, parents' educational levels, and nationality. These procedures may include enrollment timelines that

allow for a broad-based application process, the distribution of promotional materials across the district, and outreach meetings in local geographic areas. Promotional materials will be printed in English, Spanish, and Hmong, and will feature students representing the diversity of our local population. Existing networks that offer a bridge to college for students traditionally underrepresented in IHEs (MESA, Talent Search, etc.) will be tapped. We will recruit students who represent the demographics of the surrounding area by including students of all ethnicities on our recruitment teams to the feeder middle schools and at informational evenings.

## **VIII. ADMISSION REQUIREMENTS AND POLICIES**

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

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

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

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

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

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

## **IX. FINANCIAL AUDIT**

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### ***Financial Audits:***

Because Inspire School of Arts and Sciences is an independent legal arm of the CUSD, independent audits will be performed each fiscal year as part of the annual audit process of CUSD. Such an audit will at a minimum verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examine Inspire's internal controls. To the extent required under applicable Federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. It will also include a review of average daily attendance. The audit will be completed and submitted to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 following the close of the fiscal year and a copy of the auditor's findings, if any, will be forwarded to the Secretary of the Board.

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

The audit committee will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations. The Board of Directors will submit a report to the District and County describing how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. Inspire will resolve any audit exceptions and deficiencies (if any) to the satisfaction of the Chico Unified School District by the end of the fiscal year following the audit.

## **X. PUPIL SUSPENSION AND EXPULSION**

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The Inspire School of Arts and Sciences will use the same comprehensive set of student discipline policies as the Chico Unified School District. These policies will be printed and distributed as part of the school's parent, student and teacher handbooks and will describe the school's expectations regarding school rules, attendance, substance abuse, violence, safety, and the dress code.

Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the Principal or their designee and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. The

school's policies provide students with an opportunity for due process, pursuant to applicable federal law regarding students with disabilities.

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

The following are grounds for suspension and expulsion:

- *Physical Injury:* Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or Willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2))
- *Weapons, Explosives, Dangerous Objects:* Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b))
- *Controlled Substances/Alcohol:* Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c))
- *Substances in Lieu of Controlled Substances:* Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d))
- *Robbery or Extortion:* Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e))

- *Damage to Property:* Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f))
- *Theft of Property:* Stole or attempted to steal school property or private property. (Ed. Code 48900(g))
- *Tobacco:* Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- *Obscenity/Profanity:* Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- *Drug Paraphernalia:* Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j))
- *Disruption/Defiance:* Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k))
- *Received Stolen Property:* Knowingly received stolen school property or private property. (Ed.Code 48900(l))
- *Imitation Firearm:* Possessed an imitation firearm. (Ed. Code 48900(m)) (The definition of "Imitation Firearm" is a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- *Sexual Assault/Sexual Battery:* Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) (The definition of sexual assault includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.) The definition of sexual battery is the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4))
- *Harassment of Witness:* Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of

either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))

- *Sexual Harassment:* Committed sexual harassment. (Ed.Code 48900.2) (The definition of sexual harassment is an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. The limitations are that the sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2)
- *Hate Violence:* Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) The definition of hate violence is the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.")
- *Intentional Harassment:* Created a hostile educational environment (Ed.Code 48900.4) (The definition of intentional harassment is the engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment).
- *Terrorist Threats Against School Officials and/or Property:* Committed a terrorist threat against school officials, school property or both (Ed.Code 48900.7) (The definition of a terrorist threat includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in: death; great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for: his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family.
- *Hazing:* Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050–32052)

- *Vandalism/Malicious Mischief:* Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds. Note: Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

## **XI. RETIREMENT SYSTEM**

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Non-certificated staff at Inspire will be eligible to participate in the federal social security system and / or the Public Employees Retirement System and will have access to other school-sponsored retirement plans according to policies developed by the Inspire Board of Directors and adopted as the school's employee policies. Certificated staff at Inspire will be eligible to participate in the State Teachers' Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future. As long as Inspire continues to contract with CUSD for payroll services, Inspire shall pay CUSD in accordance with a Memorandum of Understanding.

## **XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

## **XIII. DESCRIPTION OF EMPLOYEE RIGHTS**

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### ***Rights of School District Employees***

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

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

### ***Intent***

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

### ***Public Comments***

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

### ***Disputes Arising from within the School***

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

### ***Disputes between Inspire and CUSD***

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

The Principal and Superintendent shall informally meet and confer in a timely fashion in an attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the district and the Principal of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral, third party arbitrator or mediation process as agreeable by both parties. The format of the arbitration session shall be developed jointly by the Superintendent and the Principal, and shall incorporate informal rules

*Inspire School of Arts and Sciences  
December 7<sup>th</sup>, 2011*

of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and grantor jointly agree to a binding arbitration process. Any mediator and mediation process will be mutually agreed upon by both parties before the process begins.

#### ***Oversight, Reporting, Revocation, and Renewal***

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

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

## **XV. LABOR RELATIONS**

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

## **XVI. SCHOOL CLOSURE**

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

- The Inspire School of Arts and Sciences will notify parents, students, the California Department of Education, the SELPA, and the Butte County Office of Education and the applicable retirement plans;
- The Inspire School of Arts and Sciences Board of Directors shall adopt resolutions electing to dissolve the School;

*Inspire School of Arts and Sciences  
December 7<sup>th</sup>, 2011*

- The Inspire School of Arts and Sciences Board of Directors shall set aside a cash reserve for the payment of estimated expenses, taxes, unascertained or contingent liabilities, and expenses and costs of distribution of assets, and dissolution; and
- All student records will be transferred to the District and/or temporary “close-down” headquarters for the Charter School.

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

All procedures described in Title 5 California Code of Regulations section 11962 and 11962.1.d

## SUPPLEMENTAL INFORMATION

- A. Western Association of Schools and Colleges (WASC) Accreditation
- B. UC A to G Course Submissions
- C. Academic Performance Index (API) and Adequate Yearly Progress (AYP)
- D. Pyramid of Interventions
- E. Course Descriptions
- F. Additional programs for the 2012–2017 term – Visual and Fine Arts, CSU, Chico  
Computer Science Course, Project Lead the Way

#### A. Western Association of Schools and Colleges (WASC) Accreditation

A WASC review team consisting of reviewers Tim Malone and John Pimentel conducted a site visit at Inspire School of Arts and Sciences in the spring of 2011. Inspire received initial WASC accreditation for the term spanning 2011 through 2014 for grades 9 through 11. A follow-up site visit was conducted in the fall of 2011. The purpose of this site visit was to review the addition and initial implementation of the 12<sup>th</sup> grade at Inspire during the 2011–2012 school year. The results of this site visit and ongoing WASC review will be communicated readily to all stakeholders of Inspire including CUSD.

Ongoing WASC site visits and reviews will be scheduled and encouraged as Inspire continues to develop programs aligned with the school’s mission and vision during the 2012–2017 charter term.

Please note the following entry from the WASC directory of schools.

WESTERN ASSOCIATION OF  
SCHOOLS AND COLLEGES

**WASC**  
**DIRECTORY OF SCHOOLS**  
**2011–2012**  
**(Updated July 2011)**

Western Association of Schools and Colleges  
Accrediting Commission for Schools  
533 Airport Blvd., Suite 200  
Burlingame, CA 94010  
(650) 696-1060  
Fax: (650) 696-1867  
Email: [mail@acswasc.org](mailto:mail@acswasc.org)



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**2011–2012 EDITION**

*Inspire School of Arts and Sciences*  
*December 7<sup>th</sup>, 2011*

Inspire School of Arts and Sciences (9–11)  
901 Esplanade  
Chico, CA 95926  
530-774-5269  
2011/2014      04 61424 394  
Public school

## B. UC A to G Course Submissions

Faculty and staff at Inspire have submitted eligible courses to the University of California for review considering the fulfillment of the UC “a–g” subject requirements for freshman admission. The following eligible courses have been submitted for the 2011–2012 approval cycle:

### English

- English 9
- English 9 Honors
- English 10
- English 10 Honors
- English 11
- AP English Language and Composition
- English 12
- AP English Literature in Composition
- College Prep Writing

### Mathematics

- Algebra 1
- Geometry
- Algebra 2
- Math Analysis
- AP Statistics

### Lab Science

- Biology
- Chemistry
- Physics

### History/Social Studies

- World History
- US History
- AP US History
- Government
- AP Government

### Language Other than English

- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- AP Spanish
- French 1
- French 2

### Visual & Performing Arts

- Art Studio 1
- Art Studio 2
- Ceramics
- Digital Photography and Design
- Piano 1A and 1B
- Orchestra
- Theater 1A and 1B
- Musical Theater 2
- A Cappella Choir
- Dance 1A and 1B
- Dance 2
- Dance 3
- Choreography
- ROP Fashion Design

### Electives

- Economics
- Introduction to Engineering and Design
- Anatomy and Physiology



2010–2011 AYP Participation Rate

Made AYP: Yes  
 Met 5 of 5 AYP Criteria

**Participation Rate**

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
<b>Schoolwide</b>	96	94	98	Yes	<a href="#">ER</a>	96	94	98	Yes	<a href="#">ER</a>
Black or African American	7	7	100	--		7	7	100	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	3	3	100	--		3	3	100	--	
Filipino	2	2	100	--		2	2	100	--	
Hispanic or Latino	9	9	100	--		9	9	100	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	73	71	98	--		73	71	98	--	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	20	19	95	--		20	19	95	--	
English Learners	2	2	100	--		2	2	100	--	
Students with Disabilities	3	3	100	--		3	3	100	--	

2010–2011 AYP Annual Measurable Objectives, Additional Indicators, and Graduation Rate (not applicable for 2010–2011)

**Percent Proficient - Annual Measurable Objectives (AMOs)**

GROUPS	English-Language Arts Target 66.7 % Met all percent proficient rate criteria? Yes					Mathematics Target 66.1 % Met all percent proficient rate criteria? Yes				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or	At or	2011		Scores	At or	At or	2011	
<b>Schoolwide</b>	93	70	75.3	Yes	CI	93	62	66.7	Yes	CI
Black or African American	7	--	--	--		7	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	3	--	--	--		3	--	--	--	
Filipino	2	--	--	--		2	--	--	--	
Hispanic or Latino	9	--	--	--		9	--	--	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	70	54	77.1	--		70	46	65.7	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	19	11	57.9	--		19	9	47.4	--	
English Learners	2	--	--	--		2	--	--	--	
Students with Disabilities	3	--	--	--		3	--	--	--	

**Academic Performance Index (API) - Additional Indicator for AYP**

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
	850		Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

**Graduation Rate Goal: 90 Percent**

**Current Year: Graduation Rate Results**

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met	Alternative Method or Exclusion
			N/A	NG12

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

## Plan to Increase Student Achievement in Mathematics

### Goals

1. Continually increase school-wide student achievement in Mathematics throughout the charter term 5% minimally each academic year.
2. Continually develop, review, and revise clear learning targets based on essential California State Standards in Mathematics through 2014.
3. Plan for the transition and implementation of the National Core Standards in Mathematics for the 2015 standards-based assessment.
4. Increase professional development opportunities regarding formative assessment strategies that check for understanding in real time.
5. Increase the integration of technology regarding effective instruction, assessment, and delivery of curriculum.
6. Accurately place students in appropriate courses through ongoing review and revision of diagnostic assessment practices for incoming freshmen as well as new enrollments.
7. Develop and maintain sufficient course offerings to provide effective core instruction and adequate time to implement intervention strategies in Mathematics.

### Strategies

1. Continue Professional Learning Communities strategies of weekly collaboration time dedicated towards Mathematics to give sufficient planning and professional collaborative time measured by collaboration reports.
2. Continue Departmental meetings reviewing the effectiveness of adopted curriculum as aligned to standards-based instruction and measured by common assessments.
3. Collaborate with Mathematics teachers in Chico Unified School District through meetings every other month during the school year measured by collaboration reports.
4. Research, budget, and assign faculty to attend professional development opportunities internally and externally regarding learning targets, National Core Standards, and formative assessment measured by attendance and reporting out to faculty and administration.
5. Research, budget and implement effective instructional technology aligned to adopted curriculum and essential standards measured by student achievement and teacher survey data.
6. Design school enrollment and registration protocol to include appropriate Mathematics diagnostic assessment to inform accurate course selection measured by ongoing performance with common assessments.
7. Annually review data to determine effective school wide intervention strategies including offering additional sections of support classes at various levels of Mathematics demonstrated by the master schedule.

## Objectives

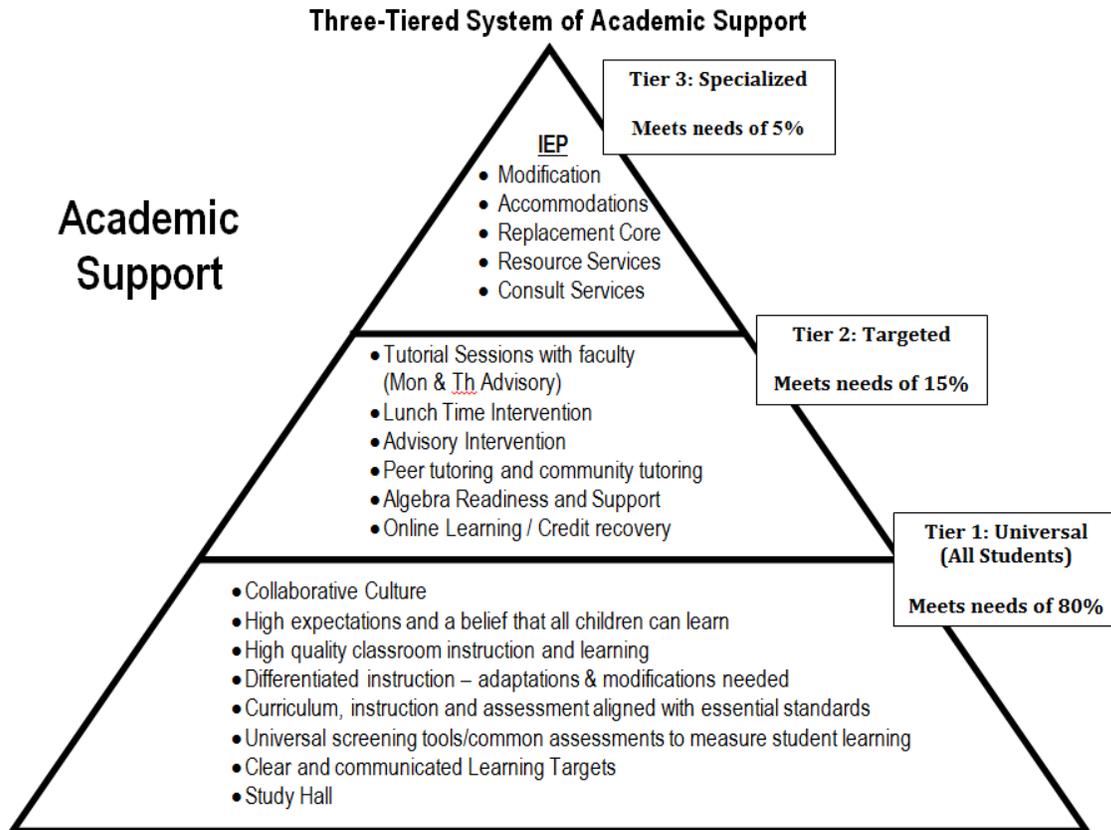
1. Goals and strategies are consistent and ongoing throughout the 2012–2017 charter term to increase student achievement in Mathematics.
2. Significant planning dedicated to transitioning from California State Standards to National Core Standards in the 2013–2014 school year.

## Measurements and Data – Supporting the goals, strategies, and objectives above

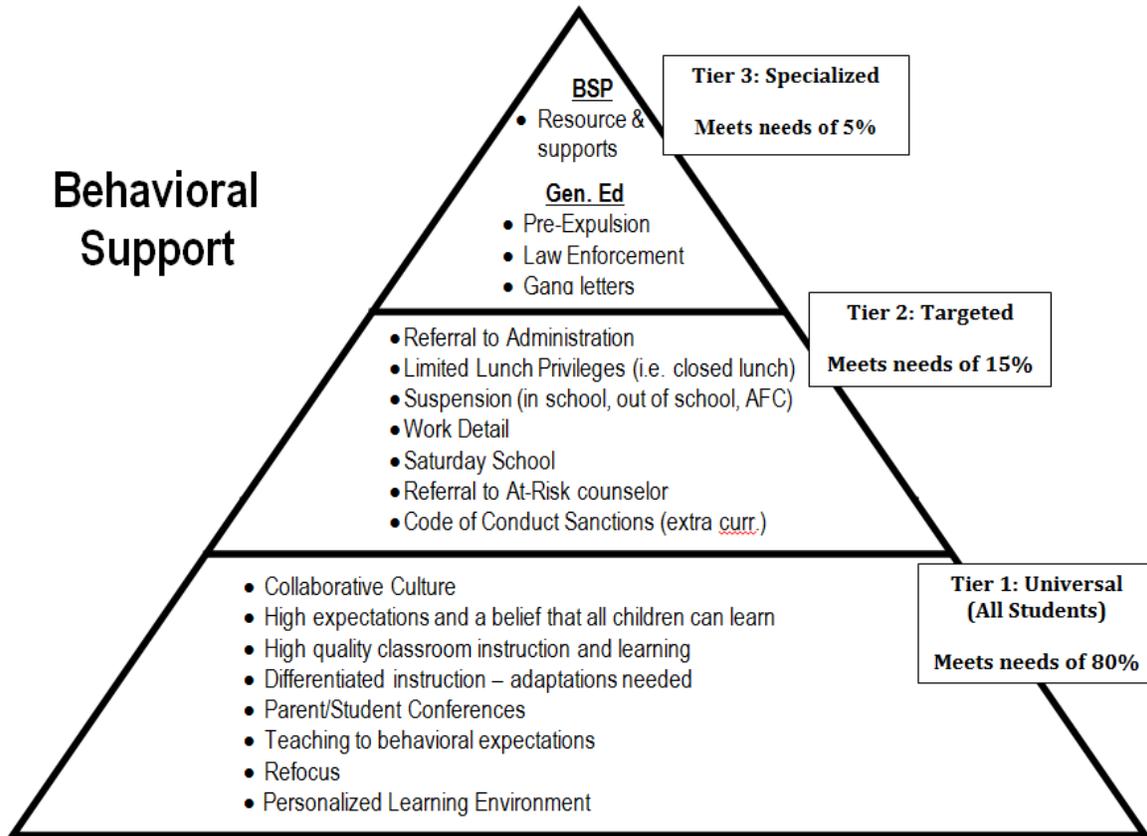
1. End of course Mathematics California Standardized Tests
2. Course specific common assessments
3. Site specific collaboration reports
4. District wide collaboration reports
5. Evidence of attendance at both internal and external professional development opportunities
6. Staff meeting minutes
7. Annual Teacher surveys
8. Master Schedule

## D. Pyramid of Interventions

Inspire uses the Response to Intervention (RtI) model regarding academic and behavioral interventions. Below are examples of the school-wide interventions developed by Inspire.



### Three-Tiered System of Behavioral Support



## E. Course Descriptions

### Foreign Language

#### **Spanish I – College Prep 9–12 (y)**

This course is designed to introduce the student to the fundamentals of speaking, reading, writing, and understanding the Spanish language and culture. Oral communicative language is stressed using controlled vocabulary in everyday conversations. The Hispanic culture and language is studied via storyboards, slides, movies, and readings. Art, technology, power point presentations, projects, games, TPR (total physical response) strategies and music are used, as are theatrical skits, to enhance language usage. 100% target language is a main focus in this course. Text: Realidades Uno and accompanying workbook are used.

#### **Spanish II – College Prep 9–12 (y)**

Prerequisite: Successful completion of Spanish I with a grade of C or better and teacher recommendation – Spanish II is a continuation of the first year with emphasis on broadening of speaking, reading, understanding, and writing skills. Students write and perform dialogues, videos and theatrical pieces using more complex and subject specific vocabulary and concepts. Movies and power point presentations are used to explore and study Spanish and Latin American cultures. 100% Target language is a main focus in this course. Realidades Dos and accompanying workbook are used.

#### **Spanish III – College Prep 10–12 (y)**

Prerequisite: Successful completion of Spanish II with a grade of “C+” or better and teacher recommendation. A continuation of comprehension, speaking, reading, and writing skills. More verb tenses and more sophisticated grammar is studied. Students learn more about Hispanic culture and attitudes via movies, documentaries, magazines, newscasts, culturally authentic materials and short literary works in Spanish. 100% target language is a main focus in this course. A district approved text and workbook are used.

#### **Spanish IV– College Prep 10–12 (y)**

Prerequisite: Successful completion of Spanish III with a grade of “B” or better and teacher recommendation. This course is a continuation of listening, speaking, reading, and writing skills. More detailed grammar is studied, but an emphasis will be placed on using the language in context. Students will learn more about Spanish-speaking countries’ cultures and attitudes via movies, magazines, literature, and other culturally authentic materials. This class will be for those who are interested in enhancing their language skills and cultural knowledge, but who do

not wish to take the AP exam. 100 % target language is a main focus in this course. Meets UC/CSU 'E' or 'G' requirement.

**AP Spanish – College Prep 11/12 (y)**

Prerequisite: Successful completion of Spanish III with a grade of “B” or better and teacher recommendation. This course is designed for the exceptional language student who wishes to continue on with a program of reading, writing, and speaking in Spanish. This course has a special emphasis on studying Spanish via thematic units, using classical and contemporary literature, along with authentic materials from the Spanish-speaking world. Grammar and vocabulary acquisition are continued. Students are presented with all preparatory materials for the AP exams. 100% target language is a main focus in this course. Texts: Pasajes, Repaso, Nuevas Vistas, Galeria and Album.

**Spanish for Spanish Speakers – College Prep 9–12 (y)**

This is a course for home speakers of Spanish who have had minimal instruction in Spanish. Students will develop their reading, writing, listening, and speaking skills in Spanish by studying thematic units based on the culture, literature and history of the Spanish-speaking world through a variety of activities and mediums such as: individual and group reading of authentic materials and literature, journal writing, story telling, video projects, use of technology and and music. Vengan a practicar en esta oportunidad única de poder trabajar con otros hablantes nativos que desean aprender más del idioma español.

**French I – College Prep 9–12 FRENCH 1–P (Y) (9 – 12) STANDARD CREDIT. No prerequisite.**

In French 1 the emphasis is on learning the basic skills of listening, speaking, reading, and writing of French. The students will learn short dialogues and vocabulary, repeat sentences that contain grammatical patterns, and build conversation through daily practice. To further develop the use of French, the students present short skits and plays, learn French songs and vocabulary games, see films, videos, and colored slides about French speaking countries.

**French 2 – College Prep 9–12 (y) (9 – 12) STANDARD CREDIT. Prerequisite: French 1; B- or above / or teacher approval.**

This second year course in French is a continuation of the skills of listening, speaking, reading and writing that the students were acquiring in French 1.

## Science

### **Integrated Science            9 (y)**

This science course will prepare students for biology, chemistry and physics. Students will use a problem-based approach to investigate selected topics in the environmental, Earth and physical sciences. This class will combine field and laboratory experiences with an emphasis on data collection, reporting and analysis. Meets physical science requirement for graduation. Students not taking biology their freshman year should take this course.

### **Biology – College Prep            9–10 (y)**

*Pre-requisites:* Integrated Science 9 OR completion of 8<sup>th</sup> grade algebra or geometry and science with a grade of "A". Concurrent enrollment in algebra II, geometry, or successful completion of any one of these courses with a grade of "C" or better.

Students will study cell biology (biochemistry, cell structure, energy transfer, and usage), genetics, ecology, evolution, microbiology, human biology, plant biology, and physiology. The course includes considerable reading, writing, and laboratory work.

### **Chemistry – College Prep    10–12 (y)**

*Pre-requisites:* Concurrent enrollment in algebra II or successful completion of algebra II with a grade of "C" or better and a "C" or better for both semesters of biology.

A year course designed to allow students to master basic principles of chemistry. Topics covered include atomic structure, bonding, organic chemistry, types of chemical reactions, stoichiometry, thermo chemistry, equilibrium, states of matter, acids and bases, oxidation-reduction, and electrochemistry. Requires 5–7 hours of study per week outside of class.

### **Physics – College Prep            11–12 (y)**

*Pre-requisites:* Algebra II with a grade of "B" or better.

A yearlong course designed to learn the following concepts of physics: mechanics, heat, energy, waves, sound, light, electricity, relativity, and magnetism.

### **Anatomy/Physiology – College Prep            11–12 (y)**

*Pre-requisites:* Biology and Chemistry with a grade of "C" or better.

Anatomy/Physiology is intended for the college bound student. Focus will be placed on human anatomy and physiology, as well as some comparative vertebrate physiology. Students will learn

about body orientation, basic chemistry, cells and tissues, skin and body membranes, skeletal system, muscular system, nervous system with special senses, endocrine system, circulatory system with blood, body defenses, respiratory system, digestive system including body metabolism, urinary system, reproduction and comparative dissections.

## **Language Arts**

### **English 9 – College Prep 9 (y)**

This course is designed for students with high academic goals. Students are expected to be critical thinkers who possess effective reading and writing skills. Course expectations include completion of a research paper, writing of analytical essays based on literary works, expanding vocabulary, and giving oral presentations. Major units include the short story, formal research paper, Shakespeare's *Romeo and Juliet* and *Twelfth Night*, *Of Mice and Men*, and poetry. Course may include outside readings from a designated reading list.

### **English 9 – Honors 9 (y)**

This course follows the structure of the English 9 college prep course; however, in addition to the expectations of that course, Honors students will be expected to maintain a grade of B- or above and are required to complete a summer reading assignment that includes essay and journal responses to Carson McCullers' *The Heart is a Lonely Hunter* and Tennessee Williams' play *The Glass Menagerie*. Students will also be expected to develop a proposal for an end-of-the-year project that looks deeply at a student-chosen/teacher-approved novel or non-fiction book.

### **English 10 – College Prep 10 (y)**

This course is designed for students with high academic goals. Course expectations include writing a research paper, developing advanced grammar skills, and practicing speaking and writing in various thematic units. Students will read and respond to major literary works through extensive written assignments and oral presentations. Major units include the short story, novel, formal research paper, Shakespeare and poetry. Among required works will be *Macbeth* and *To Kill a Mockingbird*. Course will include outside reading of novels.

### **English 10 – Honors 10 (y)**

This course follows the structure of the English 10 college prep course; however, in addition to the expectations of that course, Honors students will be expected to maintain a grade of B- or above and are required to complete a summer reading assignment that includes essay and journal responses to Aleksandr Solzhenitsyn's *One Day in the Life of Ivan Denisovitch* and Lorraine Hansberry's play *A Raisin in the Sun*. Students will also be expected to develop a

proposal for an end-of-the year project that looks deeply at a student-chosen/teacher-approved novel or non-fiction book.

**American Literature – College Prep 11 (y)**

This course will give students advanced practice in reading and writing through a survey of great works in American Literature. Students will practice a range of expository writing forms, sharpen their research skills and experiment with creative and critical analysis. Reading and writing assignments will encourage a growing understanding of disparate people and perspectives, contrasting opinions and shared experiences. Among required readings will be Arthur Miller's *The Crucible* and Mark Twain's *Adventures of Huckleberry Finn*.

**Contemporary Themes and Literature – College Prep 12 (y)**

This course extends the expectations of the established Inspire English program and asks students to refine and apply their creative and critical skills, culminating in a personalized final project. Readings will include recognized contemporary works of literary merit in several genres: short story, essay, narrative non-fiction, novel, speech, poetry, drama. Any classical literature used will be connected to contemporary issues. Among required readings will be Ken Kesey's *One Flew Over the Cuckoo's Nest* and Shakespeare's *Macbeth*.

**AP English – English Language and Composition – College Prep 11 (y)**

This course is designed to enable motivated students to read and interpret complex texts from a variety of rhetorical contexts and to write prose of sufficient richness and complexity to communicate effectively with mature readers. While prose reading is the primary emphasis, AP Language and Composition students will also be exposed to fiction of recognized literary merit, specifically American Literature.

**AP English – Literature and Composition – College Prep 12 (y)**

This course is designed for motivated students with an interest in exploring and analyzing challenging classical and contemporary literature, and a desire to analyze and interpret dominant literary genres and themes. While literature and composition is the emphasis, students will also be expected to read and analyze complex prose from a variety of rhetorical contexts.

## **Language Arts Electives**

### **Literature and Music – 9–12 (q)**

This course is designed as an exploration of the major cultural movements in 20<sup>th</sup> century America and how they have influenced the literature and music of their times. Students will look at the ways the works of musicians and authors have borrowed from, and spoken to each other, reflecting themes that either parallel or push against the values of their times. Using what they have learned in the class, students will also respond to the big questions: Can music be literature? Can literature be music?

### **History of Rock – 9–12 (q)**

This course will explore the early history of rock music, including its antecedents in Country and Rhythm & Blues. It will encompass two areas of study: an analysis of musical characteristics and evolving styles, and a consideration of the sociopolitical impact rock music has had on the second half of the 20<sup>th</sup> century. Students will also discuss rock's influence on other forms of art, such as film and poetry.

### **Creative Writing – 9–12 (q)**

This course is for those students who enjoy writing and taking risks with their imaginations. We will read creative works by classic and cutting-edge writers and focus on what makes vivid, effective and engaging writing across the genres. We will particularly but not exclusively emphasize fiction and poetry.

### **World Literature and Humanities – 9–12 (s)**

This course will investigate the human condition as creatively expressed through world literature. Students will explore themes of human duty, social resistance, the struggle for personal fulfillment and the power and vision of the human imagination. In addition to the words that help us make sense of our lives, we will look at visual art, music and film as we absorb and honor the human impulse to create.

## **Mathematics**

**Algebra Readiness – 9 (y)** Pre-Requisites: Any student who has not passed Pre-Algebra or equivalent with a C or better will be enrolled in Algebra Readiness.

Algebra Readiness is designed to help under-performing students attain the skills necessary to complete the Algebra 1 curriculum. This class also gives teachers the flexibility and time to rebuild foundational skills and concepts that may be missing from earlier grades. Materials will include a wide range of difficulty, starting with simple one-step problems and progressing to

*Inspire School of Arts and Sciences  
December 7<sup>th</sup>, 2011*

multi-step problems to ensure student success. Units will include whole numbers and their operations, rational numbers and their operations, symbolic notation, equations and functions, the coordinate plane, graphing proportional relationships, and Algebra. This course is based on Appendix E of the 2005 CA Math Frameworks. Upon successful completion (C or better), the student will be eligible to take Algebra 1 followed by Geometry. Teachers will also have discretion to enroll students in Algebra Readiness based upon placement tests or other evaluations the first weeks of the new school year.

### **Algebra 1– college prep      9–12 (y)**

*Pre-requisites: Pre-Algebra, Algebra Readiness, or equivalent courses with a grade “C” or better.*

Algebra I is the first in a series of college preparatory mathematics at Inspire. The course content includes working with properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expression and equations, radicals and connections to Geometry.

### **Algebra Support – 9–12 (y)**

Pre-requisites: Concurrent enrollment in Algebra 1

This course is a companion class for Algebra 1 students who require extra assistance with their basic math skills. This course will address state standards focusing on measurement, geometry, fractions, percents, probability and statistics, and functions. This course offers teachers and students the opportunity to review daily lessons, reinforce basic concepts and pre-teach upcoming concepts. This is an elective course that will be required for any student with a D or below in a previous Algebra I or equivalent, and recommended for any student with a C– in Pre-Algebra, Algebra Readiness or equivalent. Teachers also may recommend placement for any student after Algebra readiness evaluations at the beginning of the year.

### **Geometry – College Prep – 9–12 (y)**

*Pre-requisite: Algebra 1 or equivalent with a grade “C” or better*

*Second year in a four-year course sequence.* Concepts are presented in an integrated algebra/geometry context. This course explores the characteristics of lines, planes, triangles, circles, polygons, and solids by developing the concepts of congruence, parallel, similarity,

*Inspire School of Arts and Sciences  
December 7<sup>th</sup>, 2011*

area, volume, and transformations. Students will use software to visualize, manipulate, and enhance their conceptual understanding.

**Algebra 2 – College Prep            9–12 (y)**

*Pre-requisite: Geometry with a grade “C” or better*

*Third year in a four– year course sequence.* Graphing calculators are used daily (TI–83). Students are strongly recommended to supply their own calculators. Topics include problem solving, mathematical modeling, graphing, systems of equations, functions and their inverses, trigonometry, probability and statistics, and communicating ideas and reasoning.

**Math Analysis – College Prep    10–12 (y)**

*Pre-requisite: Algebra II with a grade “C” or better*

*Fourth year in a four–year course sequence.* Graphing calculators are used daily (TI–83). Students are strongly recommended to supply their own. Topics to be covered are areas under curves, periodic functions, polar coordinates, statistics, mathematical modeling, vectors and parametric equations, limits, derivatives and conic sections. Upon successful completion of this course, students are prepared to enter first semester Calculus.

**Advanced Placement Statistics – College Prep            11–12 (y)**

*Pre-requisite: Algebra 2 with a grade “C” or better*

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Describing patterns and departures from patterns, 2) Sampling and Experimentation: Planning and conducting a study, 3) Anticipating Patterns: Exploring random phenomena using probability and simulation, and 4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one–semester introductory college statistics course.

**Advanced Placement Calculus – College Prep            11–12 (y)**

*Pre-requisite: Math Analysis with a grade “C” or better*

This course covers topics usually taught in first and second semester college calculus. Topics include derivatives and applications of derivatives, the definite and indefinite integral, and applications of the definite integral and special methods of integration. The advanced placement examination in calculus may be taken in the spring for college credit.

## **Social Science**

### **Intro to Ethics, Philosophy, and World Religions – 9–12 (s)**

This survey course introduces students to the philosophical concepts of Socrates, Aristotle, Descartes, Locke, among others; and to the basic tenets of the world's five major religions: Buddhism, Hinduism, Christianity, Islam and Judaism. Students will have the opportunity to consider the issue of ethics from both philosophical and theological stances and to evaluate and formulate ethical positions.

### **Geography – 9–12 (s)**

This one semester class focuses on the geography and cultures around the world. Emphasis is placed on the five themes of geography: location, place, region, movement, and human/environment interaction. Students will explore several regions around the world and the various cultures in the United States, South America, Asia, Africa and Europe. Special attention will be given to historical events, disasters and conflicts that have shaped world geography today.

### **World History, Culture & Geography (The Modern World) – College Prep 10 (y)**

This course is required for high school graduation. Students connect historical events with their effects on the development of culture. The effects of geography on events and people are explored. The course is aligned with state Social Science standards to include: The rise of Democratic Ideals, the American and French Revolutions, the Industrial Revolution, 19<sup>th</sup> century Imperialism, WW I, 20<sup>th</sup> century Totalitarian Dictatorships, WW II, the Cold War, developing countries and conflict in the world today. Curriculum includes both content standards and Historical and Social Sciences analysis skills standards.

### **United States History – College Prep 11 (y)**

This course is required for high school graduation. Students cover major turning points in American history during the 20<sup>th</sup> century. This course will begin with a review of early American history; from the nation's beginnings up to 1900. Following this, students will engage in an in-depth study of the Progressive Era and WW I, the Jazz Age, the Great Depression, WW II, the Cold War, the Civil Rights Movement, and post Cold War America. Curriculum includes both content standards and Historical and Social Sciences analysis skills standards.

**Advanced Placement United States History – College Prep 11 (y)**

This AP course parallels the same content as US History, but is designed for the passionate history student who desires a course taught on a college level. The course requires a high level of commitment, including an extensive amount of reading. Students will be challenged to use their best critical thinking skills in classroom discussion and writing assignments. Course examinations will be based on prior examinations used by the College Board.

**Economics – College Prep 12 (s)**

This course is required for high school graduation. Students will study and learn the principles of economics and of the American economic system. They will compare the American system to economic systems of other nations. Students will learn fundamental economic concepts, appreciate how the principle concepts of economics relate, and understand the structure of economic systems. Students will learn to make reasoned consumer judgments about economic decisions. Students will also become aware of how economic forces operating in today's world may affect their future.

**American Government –College Prep 12 (s)**

This course is required for high school graduation. This course includes an analysis of national, state, and local governmental structures. This is a study to inform students on how our government operates its duties and responsibilities at all levels, and the part 'we the people' play in its operation. Areas covered include formation of our government, problems encountered and resolved, civil liberties, civil rights, the presidency, congress, courts, state and local government. Emphasis is also placed on current American problems.

**Advanced Placement American Government – College Prep 12 (s)**

This AP course parallels the same content as American Government, but is designed for the passionate government student who desires a course taught on a college level. The course requires a high level of commitment, including an extensive amount of reading. Students will be challenged to use their best critical thinking skills in classroom discussion and writing assignments. Course examinations will be based on prior examinations used by the College Board.

**Music**

**Orchestra – Prerequisite: at least one year of private instruction or recommendation of instructor 9–12 (y)**

This group will perform music from the classical repertoire. Music will be chosen that will advance the student skill level over the course of the school year. Orchestra members will be

*Inspire School of Arts and Sciences  
December 7<sup>th</sup>, 2011*

expected to be proficient readers. This class will be open to all students, grades 9 – 12, depending on skill level. Woodwinds, Brass, Percussion and Strings will be represented in this group. The Inspire School Orchestra will have many opportunities to perform at concerts for their fellow students and at community events

**Concert Band – Prerequisite – 2 years Jr. High Band or recommendation of instructor 9–12 (y)**

Concert Band will provide a traditional school band ensemble experience for wind and percussion musicians. Students will be expected to be proficient readers, be self-motivated and practice their instruments at home. The Inspire Concert Band will have many opportunities to perform for their fellow students and at community events.

**Piano/Music Theory 1 (2-semester sequence) – College Prep 9–12 (s)**

This course covers elementary piano technique and knowledge of the structure of music: note names on the grand staff and piano keyboard, key signatures, time signatures, rhythm values, diatonic intervals, major and minor triads and major, harmonic minor, and chromatic scales. Students will follow a progressive study of piano and music theory that will allow them to learn to read and play traditional piano literature. Students will study sight-reading through learning sight-singing and writing from dictation. This course will also explore simple improvisation and composition for piano.

**Piano/Music Theory 2 (2-semester sequence) – College Prep 9–12 (s)**

This course reinforces and expands upon material covered in Piano-Theory 1.

Students will learn traditional piano literature, with an emphasis on technique and musical expression. Theory study will include reading and writing melodies and rhythm patterns of increasing difficulty and study of the three forms of the minor scale, all intervals and all forms of triads, transposition and key relationships. Students will have opportunities to explore and develop their composition skills. This course will also include an overview of the periods of music history with a focus on the development of form and music composition styles, including an introduction to jazz piano. Guest artists will be invited to perform both classical and jazz styles.

Prerequisite: Piano-Theory 1 or by permission of the instructor.

**Beginning Acoustic Guitar 9–12 (s)**

This class is intended for beginning guitar students. The class will offer instruction on guitar tuning, flat picking, finger picking, playing single note melodies, 1<sup>st</sup> position chords, barre chords, musical notation (both standard musical notation and guitar tablature), basic music theory, and basic musical improvisational techniques. Students will become acquainted with

many styles of music including folk, rock, blues, and classical. Singing will also be encouraged in this class. Beginning Acoustic Guitar students will need to provide their own instruments, (either nylon or steel string acoustic guitars), picks, tuners, capos and replacement strings as needed. There will be opportunities for performances in this class.

### **Songwriting 9–12 (s)**

Students in this class have the will have opportunity for their creative spirits and energies to soar! Self-expression and self critique will facilitate the honing the students' song writing skills. Song analysis and exposure to many styles of popular music and important singer/songwriters will serve to enhance our students' writing experience. We will study different technical writing devices, the application of music to lyrics, musical form as it applies to song writing, and song writing as it applies to poetry. Local guest artists will visit frequently to perform and discuss their particular methods of song writing. Students will be expected to write, edit, perform, and record their compositions. Student collaboration will be encouraged for some assignments; student/teacher collaboration will be ongoing. The Pop Band, in a concert setting, will perform selected songs written by our students. A cross-curricular relationship will be developed between this class and the Creative Writing class offered through our English Department.

### **Pop Band 9–12 (s)**

This class will combine the talents of young musicians who play electric guitar, drums, electric bass, keyboards and/or sing. The band will play music from different eras of rock n roll, including early '50's, Motown, Surf music, Hard Rock, and Funk, as well songs written by students in our Songwriting class. Depending on the instrument, students do not necessarily need to read music, but will be encouraged, as scores will be provided to all participants. Creativity and improvisation will drive this band. This class will be aligned with our Tech department where students will record their efforts in a professional setting.

### **Musical Theatre Exploration Grades 9–12 (s)**

No pre-requisite

This course will explore the musical from its beginnings to what it is today, through a study of musical theatre history and an examination of several key musicals. This class will be repeated each fall semester with an emphasis on different musicals and different eras of musical theatre history, as well as different composers and performers. (May be repeated)

### **Musical Theatre Workshop Grades 9–12 (s)**

Pre-requisite: Singing Techniques, Sight-Singing

This is a performance class that will give you the opportunity to develop your singing/acting/movement skills in a variety of musical theatre performing styles. Students will receive class coaching and instruction in song analysis and characterization, and will prepare class ensemble numbers, as well as a duet and a solo to perform for the class. There will be one public all-school performance required in the semester. (Course may be repeated. Acting and dance classes are strongly recommended to enhance this course)

*Musical Theatre Workshop and Singing Techniques both require singing in front of the class. You will have plenty of support, encouragement, and will be well equipped to do a good job! Grading is always based on your level of achievement according to your own personal growth.*

### **Musical Theatre Touring Troupe: IMT3 (y) Audition only, grades 10–12**

Pre-requisite: Singing Techniques, Sight-singing, Musical Theatre Workshop  
Students in this class will learn the application of musical theatre performance technique utilizing scenes from the Broadway stage. Study includes using show research and script analysis to develop characterization. Emphasis is placed on creating unified performance both dramatically and musically. Extra time required for community performances. (May be repeated)

*Musical Theatre Tour Troupe, IMT3, is a small performing group of no more than 18 students who are committed to advanced work in studying musical theatre scenes and developing their acting/singing/movement skills through performing these scenes and musical numbers. The auditions are open to incoming 10–12<sup>th</sup> graders, and will be held in the 3<sup>rd</sup> week of April. Admittance to the group will be based on singing, acting, and movement skills, work ethic, and on the number of students needed in each vocal part for ensemble singing.*

### **Singing Techniques (Q) Open to everyone, grades 9–12**

This course introduces basic skills of breathing, placement, diction, musicianship, interpretation, and presentation needed by everyone who sings pop, choral and musical theatre music. Through a combination of group and individual coaching in class, students will prepare a short solo as well as class ensemble pieces. This course is a pre-requisite for Inspire Chorale and Musical Theatre Workshop, and is recommended for singer/songwriters. (May be repeated)

*Musical Theatre Workshop and Singing Techniques both require singing in front of the class. You will have plenty of support, encouragement, and will be well-equipped to do a good job! Grading is always based on your level of achievement according to your own personal growth.*

**Sight-Singing (Q)** Open to everyone, **grades 9–12**

This course will prepare you to read notes and rhythms, hear and sing intervals by sight, learn basic music theory, and become comfortable singing in parts. It is a pre-requisite for Inspire Chorale, Musical Theatre Workshop, and is recommended for everyone who wants to improve their note-reading and sight-singing skills. (May be repeated)

**Inspire Chorale (Spring Semester)** Open to everyone, **grades 9–12**

Pre-requisite: Singing Techniques, Sight-Singing.

The Inspire Chorale is a performing group open to all students interested in singing in 3–4 parts. We will focus on a many styles of choral literature, from classical to jazz to pop. There will be one major performance required in the semester. (May be repeated)

**Inspire Concert Choir (year)** Audition only, **grades 10–12**

Pre-requisite: Inspire Chorale or teacher permission

The Inspire Concert Choir is for those who want to improve their singing and performance skills while working on intermediate to advanced choral literature in a broad range of styles, cultures, and time periods. There will be one all-school required performance and possible community performances. (May be repeated)

*Concert Choir auditions will be held in the 3<sup>rd</sup> week of April. If you are not accepted into the Concert Choir, you may enroll in Singing Techniques, Sight-Reading and re-audition at the semester, or you may continue with Inspire Chorale.*

## Dance

**Dance 1A 9–12 (S)** *This course meets Physical Education requirements for graduation.*

Students will develop their individual knowledge, skills, abilities, behaviors, and attitudes in relation to the world of dance, their own unique identity, and the world around them through the perspective of dance. Focus will be given to learning various dance techniques, dance history, and expressing one's self through movement. Students will discover their own movement potential and expand respect of self and others through the practice of studio etiquette, various class structures, and audience participation. By exploring the field of dance natural connections to personal interests and related fields of study will develop.

**Dance 1B 9–12 (S)** *This course meets Physical Education requirements for graduation.*

This course is a continuation of Dance Exploration I and will continue to develop their individual knowledge, skills, abilities, behaviors, and attitudes in relation to the world of dance, their own unique identity, and the world around them through the perspective of dance. Critical

*Inspire School of Arts and Sciences  
December 7<sup>th</sup>, 2011*

evaluation of choreographic works will be a key element of the course. Students will be required to embody movement elements by demonstrating basic terms and techniques from various dance genre and styles. The course will also investigate dance figures and their contributions to the field. Student will cultivate an understanding of others and cultures by experiencing their dance and discover that dance is a universal language.

**NOTE:** *Dance 1 & 2 do not need to be taken in consecutive order.*

**Dance 2 & 3 9–12 (y)** Prerequisites: *Student must have some previous dance experience; preferably at least one–two years of technical dance training in any style.*

*The course will be filled by audition.*

This course will be a technique based class that will challenge students to become well–rounded dancers in numerous dance genre with major focus on styles studied at the university level including modern, ballet, jazz, and tap. Dancers will also be exposed to a wide variety of additional styles and introduced to local artist who study and teach these dance techniques on a regular basis including hip–hop, contemporary, break dancing, ethnic dance style (African, Irish, Hawaiian, Middle Eastern Belly Dancing, etc...), traditional folk dances, and social dance (Ballroom, Latin, Swing, etc...). Both male and female techniques will be supported and close attention will be paid to current trends in the world of dance. Dancers will learn the traditional class etiquette for each genre, the appropriate attire for class and performance practices. Research will be conducted on current dance figures and the origins of each dance technique. Dancers will also learn how to become healthy life–long dancers with an introduced to the basic somatic practices that support performing artists. *(Dancers will be required to provide their own dance shoes.)*

### **Hip–Hop and Break Dancing 9–12 (q)**

The hip–hop and break dancing curriculum is designed to help dancers create a fun atmosphere to explore the foundations of hip–hop through movement, discussion, and exploration. Focusing on the process of creativity, discipline and self knowledge instead of choosing a performance driven approach is fostered by critical and process–oriented thinking. Students will learn basic hip–hop vocabulary and moves. They will also explore the fundamentals of break dancing.

### **Contemporary and Jazz 9–12 (q)**

The contemporary and jazz curriculum is designed to help dancers create a strong pedagogical foundation through movement, discussion, and exploration in a variety of contemporary idioms. Focusing on the process of creativity, discipline and self knowledge instead of choosing a performance driven approach is fostered by critical and process–oriented thinking.

Students will work on developing versatility to incorporate a variety of idioms including modern, jazz, and improvisation.

### **Ballet 9–12 (q)**

The ballet curriculum is designed to help dancers create a strong pedagogical foundation through movement, discussion, and exploration. Focusing on the process of creativity, discipline and self knowledge instead of choosing a performance driven approach is fostered by critical and process-oriented thinking. Students will learn basic alignment, technique, and terminology.

### **Ethnic Dance (Hawaiian, Polynesian, African, Middle Eastern) 9–12 (q)**

The ethnic dance curriculum is designed to expose dancers to a variety of dance forms through foundational movement, discussion, and exploration in a variety of genre. Focusing on the process of creativity, discipline and self knowledge instead of choosing a performance driven approach is fostered by critical and process-oriented thinking. Students will have the opportunity to try Hawaiian, Polynesian, Maori, African, Middle Eastern, Irish, and Capoeira to name a few.

### **Dance Improvisation 9–12 (y)**

The dance improvisation curriculum is created to enable the exploration of individual movement possibilities through guided structural suggestion. The class is constructed in order to assist dancers to find their own style of movement and push themselves past conventional limitations in dance training. The possibilities are endless.

### **Choreography 10–12 (Y)**

Prerequisites: Student must have previous dance experience; preferably at least two or more years of technical dance training in any style. Freshman must seek instructor permission for the 2011–2012 school year. Concurrent enrollment in Dance 2 or 3 is highly encouraged.

Imagine, create, and share your vision of dance with the world. A theoretic and applied study of the basic elements of choreography will be introduced and explored through the creation of original works. Choreography will be approached through the exploration of resources including improvisation, use of ideas, knowledge of forms, and development of the craft. Students will be exposed to various choreographic processes, terminology, and potential performance venues. Students will receive weekly assignments directed toward specific problems and dance elements; then begin to develop works with an emphasis on the relationship between manipulation of musical phrases and choreography. Students will learn to move from phrase development to the completion of a dance. They will learn to critique dances through the workshop process by observing, reflecting, discussing, evaluating, and making

*Inspire School of Arts and Sciences  
December 7<sup>th</sup>, 2011*

recommendations for revision. The culminating class project will be to collectively produce a dance production and incorporate such elements as costumes, lighting, original music, props, sets, and professional staging. Students will also learn to imaginatively use technology to support their dances and personal choreographic process.

## **Theatre**

### **Theatre 1A, 1B      Grade 9, 10      (Y)**

An overview of drama and theatre as a dynamic medium of human expression including (1) a general study of the origins and evolution of theatre from the historical perspective, (2) an exploration of the theatrical experience from the artists point of view (actor, costume and set design, playwright), (3) the reading and discussion of plays reflecting the growth of drama from the classics to contemporary, (4) an aesthetic valuation of the individual's responsibility in/to society.

### **Theatre 2      Grades 11, 12      (Y)**

Prerequisite: Drama 1 and teacher approval.

Theatre 2 classes will focus on the Stanislavski system of professional actor training. The Scene Study format is utilized in order to investigate and gain insight into the tools of acting technique and directorial vision. For the second semester focus will be on Commedia dell'Arte. The students will direct scenes and write their own one-act play. Final scenes will be presented for the Winter and Spring Festivals for the Arts.

### **Theatre 3      Grades 11, 12      (Y)**

Prerequisites: Drama 1, 2 and teacher approved

Acting the Classics from Ancient Greek Dramatic Literature to Modern Classics.

Utilizing Theatre 2 as the basis of the Stanislavski System acting technique we will further read, investigate style, and discover the playwright's message through the ages. Each quarter we will fully engage in a classical genre: Classical Greek Theatre, Renaissance English Theatre (focus on Shakespeare), Neoclassical Theatre, and Modern Theatre. Scenes will culminate in a final performance during the Winter/Spring Festival of the Arts.

## **Theater Craft & Design Classes**

*Prerequisites for Quarter-Long Theater Craft & Design Classes: Previous or concurrent enrollment in Theater Exploration I & II. Students are encouraged to choose four theater electives for a year of theater exploration. The top four enrolled craft & design classes will be offered and then rotated in future years.*

### **Stage Management for Theater & Dance 9–12 (Q)**

This course provides a basic background in the history and work of Theatrical Stage Managers. Included are script breakdowns and analysis for rehearsal, preparing the prompt book and other paperwork for technical rehearsals and productions, reading technical drawings, audition and rehearsal processes, scheduling and communications, managing equipment and personnel, working with actors, directors, choreographers, and designers. Students will additionally learn how to call a production and strike a show from a theatrical venue.

### **Costume Design for Theater & Dance 9–12 (Q)**

This course is an introduction to technical theater production in the construction of stage costumes, accessories, and masks. A study of the visual interpretation and enhancement of plays through the study of the design and history of costumes for various theatrical forms, including plays, operas, musical theater, and dance will be explored through both discussion and hands on projects.

### **Make-up Design for Theater & Dance 9–12 (Q)**

Makeup class is Description: an introduction to technical theater production by the transformation of the actor by means of paint and plastic application to meet the requirements of theatrical production. This will be a hands-on course where students will learn application techniques, while creating and executing their own designs.

### **Lighting Design for Theater & Dance 9–12 (Q)**

Lighting Design will be an introduction to technical theater production in the areas of stage lighting practices and equipment operation. The class includes lecture/discussion and practical assignments with work executed in real theatrical spaces. A study of the visual interpretation and enhancement of plays and dance through the use of light will also be explored.

### **Sound & Special Effects for Theater & Dance 9–12 (Q)**

Sound & Special Effects will be an introduction to technical theater production in the areas of sound effects, microphone use, sound balancing, and recording quality with an additional exploration of special effects used in both theater and dance productions. A study of the enhancement of plays and dance through the use of sound and special effects will be a focus of this course.

### **Set & Property Design for Theater & Dance 9–12 (Q)**

This course is an introduction to technical theater production in the areas of scenery, property construction, and painting. A study of the visual interpretation of plays of various theatrical

periods and styles through sketches, renderings, and models will be examined. This class will include discussion as well as hands-on projects.

## **Intermediate to Advanced Theater Classes**

*Prerequisites for Quarter and Year- Long Theater Classes: Previous or concurrent enrollment in Theater Exploration I & II. Students are encouraged to choose four theater electives for a year of theater exploration. Concurrent enrollment in theater design classes or theater production is encouraged.*

### **Acting I 10-12 (Q)**

This activity-based course introduces the basic principles and practices of acting craft in the areas of script analysis, movement, voice/speech, acting technique, and rehearsal methods. Acting I will include an exploration of human intention, as revealed in behavior, to be accomplished through a study of the techniques of acting, the interpretation of scripts, and the analysis of character.

### **Audition Techniques 10-12 (Q)**

Audition Techniques is a course that will begin to prepare student to audition both at school, in the community, for universities, and professionally. Students will prepare monologues, look at possible song or movement selections and evaluate how to put their best foot forward. Students will also begin to create their acting resume, take headshots, and present themselves online.

### **Acting II 10-12 (Q)**

This course is a continuation of Acting I and includes further classroom study and practice of various approaches to the problems of acting in comedies and dramas. Special emphasis is given to the analysis and physical/vocal acting challenges of texts.

### **Diction for Actors 10-12 (Q)**

This is a beginning course in voice and diction, the principal aim of which is to increase the clarity and expressiveness of each student's "natural" speaking voice. This is an essential program of study and practice for performers, but equally valuable to anyone whose career aspirations require effective vocal communication.

## **Visual Arts**

### **Art Studio 1 9–12 (Y)**

Basic Drawing introduces students to drawing concepts and processes through freehand application. Throughout the course, assignments will stress linear and tonal approaches to describe objects drawn from direct observation. The outline of class work is progressive and includes contour line drawing assignments, visual measuring and sighting, shape quality, composition, linear perspective, value drawing, master studies, and self-portraiture. Mediums employed will include graphite pencil, charcoal, and conte crayon.

### **Art Studio 2 9–12 (Y)**

Begin painting in this exploration of new and traditional directions and techniques. The basis of the course is studio work, primarily working in oil and includes use of models, as well as lectures and demonstrations. Color and composition theory, and the study of form, space, and light are addressed.

### **Ceramics 9–12 (Y)**

This course is a concentrated examination of ceramic construction processes, clay and glaze materials, firing processes, and use of equipment. Students will gain skills and a thorough understanding of material characteristics and processes, sharpen their firing skills, and participate in a dialogue about theory and content in ceramics. Students will be exposed to weekly demonstrations and lectures while developing a body of personal work utilizing ceramic technology.

### **Photography 9–12 (S or Y)**

This class will be an exploration of the fundamental principles, techniques, and application of camera-based image making. Various expressive devices contributing to aesthetic interpretation of a photograph will be examined. Basic electronic and print design principles will also be a major focus of the class including layout, design, and advanced desktop publishing techniques. The students will be gathering and analyzing information, interview, and photograph their learning community for the purpose of developing, writing, editing, and publishing a school-wide electronic magazine.

## Technology

### **AC/DC Electronics** (Prerequisite: none) 9–12 (q)

Introduces the basic skills needed for many careers in electronics and related fields and prepares a technical foundation for intermediate and advanced engineering courses. The course covers the operations and applications of basic DC and AC circuits consisting of resistors, capacitors, inductors, transformers and diodes. Students learn to use common test instruments including volt/ohm meters, oscilloscopes and signal generators for circuit analysis and troubleshooting.

### **Electronic Circuits/System Analysis** (Prerequisite: AC/DC Electronics) 9–12 (q)

This course is the second in a series of three classes designed to introduce students to the field of electronics and related career areas. Basic Electronic Circuit students construct a radio-controlled car as they learn circuit board construction techniques, trouble shooting skills, basic circuit analysis and radio wave propagation theory. The course culminates in timed races between student teams.

### **Robotics A and B** (Prerequisite: AC/DC Electronics, Electronic Circuits/System Analysis or instructor approval) 9–12 (s)

Robotics A and B use a hands-on approach to introduce the basic concepts in robotics, focusing on mobile robots and illustrations of current state of the art research and applications. Course information will be tied to lab experiments; students will work in teams to build and test increasingly more complex LEGO-based mobile robots, culminating in an end-of-term team *robot contest*. Teamwork, critical thinking and problem solving are emphasized. This course introduces fundamental concepts in robotics including coordinate transformations, sensors, path planning, kinematics, feedback and feed forward control, stressing the importance of integrating sensors, effectors and control. These topics will be addresses using LEGO Robot Kit labs. Robotic kits will be used in weekly exercises illustrating lecture material.

### **Advanced Electronic Circuits/System Analysis** (Prerequisite: AC/DC Electronics, Electronic Circuits/System Analysis, Robotics) 10–12 (s)

This course will act as a springboard for subsequent engineering courses. Advanced Electronic Circuits/System Analysis builds on the theory and circuitry introduced in the introductory electronics courses of AC/DC Electronics, Basic Electronic Circuits, and Robotics I and II by investigating the functions and related circuitry of active electronic devices such as transistors, FET's, and integrated circuits (IC's). The course introduces students to common circuits used in today's communication systems and methods to analyze assess and troubleshoot those circuits.

Topics under study in Electronics Circuits/System Analysis course introduce students to theory and principles of modern communication systems that addresses the complexity, and pervasiveness of today's communication systems. Topics included are semiconductors and associated circuitry, power supply configurations, AM and FM modulation transmission and reception, and the troubleshooting and analysis of a variety of electronics circuits. At the completion of this course, students will be able to trace dc bias and signal pathways and troubleshoot at the component level a wide variety of electronic circuitry.

**Intro to Video Production** (*Prerequisite: none*) 9–12 (q)

This course introduces the basics of video production utilizing a personal camcorder, computer-based video editing equipment and a professional audio studio. Students study video technologies, basic equipment operation, video composition, basic lighting and audio production planning, and visual storytelling. Students work in groups to create video projects utilizing post-production editing.

**Video Production–Genre Series** (*Prerequisite: Intro to Video Production or instructor approval*) 9–12 (3q sequence)

Students will explore various film genres (mystery/suspense, science fiction, film noir, etc.) and film theories (auteurism and viewer identification theory) and will acquire a critical vocabulary appropriate to the art form. They will then take the elements of each film genre and produce small films incorporating those elements; writing, filming and editing their original films.

**Series includes:** Mystery/Suspense, Science Fiction and Film Noir. *More genres will be added to the series as needed.*

**Advanced Video Production** (*Prerequisite: Intro to Video Production, Video Production–Genre Series*) 10–12 (y)

This course focuses on advanced techniques of non-linear editing and filmmaking including the blending of visual effects and animation into video projects. Students study all aspects of digital video from pre-production, production and post-production and explore the responsibilities of crew positions such as camera operator, lighting technician, audio technician, technical director, and program director. Technical concerns as well as creative approaches are addressed. Students will participate in a series of lectures, lessons, in-class exercises, and major video projects.

**Audio Production** (*Prerequisite: none*) 9–12 (s)

Audio production introduces basic audio for use in video and computer media applications. Topics include basic sound characteristics, microphones, single and multi-track recording techniques, and sound reinforcement and enhancement. Adobe Soundbooth and Digidesign Pro

Tools are introduced. Students work in teams to complete audio production projects including PSA's, radio plays, special features, etc. This course also details the functions of, and relationships between, the mixing console and the Pro Tools digital audio workstation. Students learn how different microphones, signal processors, and other technologies are employed in a variety of applications for the audio industry: music recording, broadcast production, live mixing, and other applications. Through this course students are provided with an opportunity to work on a project from start to finish utilizing all the technologies and procedures they have learned. This might include recording live music groups, choral and band ensembles, and live recording off site.

### **2D Animation (Prerequisite: none) 9–12 (q)**

This course provides the student with the basic understanding for the creation of 2D animation and cartooning through the application of traditional cel techniques, using a computer animation program. Students create layered 2D objects, animate them, produce voice over files in the audio recording studio, lip sync those files to their animated characters, and then render them to video. Topics include all twelve principles of animation. This course prepares students for future advanced 2D and 3D animation classes at Inspire.

## **Engineering**

### **Introduction to Engineering Design 9–12 (y)**

Designed for 9th or 10th grade students, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

## **Physical Education**

### **Independent Study Physical Education (ISPE) 9–12 (y)**

## **Special Electives**

### **Student Government 9–12 (y)**

Student Government leadership training is designed for the student interested in learning the basic concepts of democratic government, leadership skill, parliamentary procedures, group processes, leadership practice and planning, and organization. It affords the student the opportunity to develop speaking and writing skills; to improve in courtesy, confidence, poise

*Inspire School of Arts and Sciences  
December 7<sup>th</sup>, 2011*

and appearance; to work with peers of diverse backgrounds and attitudes; to share responsibilities with adults; to consider and work with problems of income and expenditure. Goal setting, decision-making, valuing, time and stress management are included.

**Presentation Team** (*Prerequisite: none*) 9–12 (q)

This course stresses leadership through service. Students prepare multimedia performances (utilizing audio, video, and live performance skills) targeting specific themes such as anti-drugs, anti-bullying, appreciating diversity, etc. Students will travel to elementary schools where they will present these performance pieces and visit classrooms where they will work with young students. This is an excellent class for students considering pursuing a career in education.

**Fiber Arts Design** 9–12 (q or s)

The class introduces color theory and elements of design while teaching knitting, sewing, dyeing, weaving and embellishing.

**Yearbook** 9–12 (Y)

Yearbook is a one-year elective that produces the school yearbook, which will include the traditional printed book as well as multimedia. Members of the staff are expected to have a high level of maturity and the ability to work independently. This is a wonderful opportunity for members of the team to exercise their creativity, while developing new skills in computer design, photography, marketing, budget management, copy writing, and project management. Creating the yearbook is a fun process and the end result of all the effort is a product the students can be proud of long into the future. Students will be expected to develop skills necessary to effectively produce the yearbook. A strong commitment to meeting deadlines is required, including any necessary weekend or after-school work. The yearbook is a team effort, and good people skills are required. Grading will be based on a detailed rubric that will measure students' performance in areas including (but not limited to): planning, organization/time management, effort, level of engagement, creativity, skills and attitude.

**Study Hall** 9–12 (y)

Non-credit study hall is available throughout each school day with access to technology, textbooks, and study hall monitor.

**Online Health** 9–12 (y)

### **E2020 Online Learning 9–12 (q, s, and y)**

Inspire offers E2020 online courses as alternative course offerings for credit recovery, intervention, and short-term independent study.

### **Regional Occupation Program (ROP)**

Inspire participates with the Regional Occupation Program (ROP) for eligible students. Please inquire with the counselor.

### **High School Scholars – CSU, Chico**

Inspire participates in the High School Scholars program for eligible students to concurrently enroll at CSU, Chico. Please inquire with the counselor.

### **College Connections – Butte College**

Inspire participates in the College Connections program with Butte College for eligible students. Please inquire with the counselor.

F. Additional Programs for the 2012 – 2017 Charter Term – Visual and Fine Arts, CSU, Chico Computer Science course, Project Lead the Way

The following programs have been developed at Inspire since the initial charter petition.

- Visual and Fine Arts

The following courses have been initially offered in the 2011–2012 school year and will be further developed during the 2012–2017 charter term.

1. Art Studio 1
2. Art Studio 2
3. Digital Photography and Design
4. Ceramics

- CSU, Chico Computer Science Course

In partnership with the CSU, Chico Computer Science Department, High School Scholars, and Inspire a course has been designed and offered to local high school students including Chico High School, Pleasant Valley High School and Inspire School of Arts and Sciences.

Course description below:

**Introduction to Computer Programming with Python – CINS110.**

This course is designed to provide a fun and gentle introduction to programming and to the popular Python programming language. It is an excellent course for the beginner, or the novice wishing to enhance their entry level skills.

The course will consist of 2 hrs lecture + 2 hrs lab each week. The lab philosophy for this class emphasizes teamwork and interactive learning. The primary objective is to build a solid foundation for problem solving, using well established programming methodologies.

Students will be provided with an integrated development environment, which will expose them to basics in design, implementation, debugging, and testing. A diversity of application domains will be selected: from business, science, engineering, graphics, and robotics.

There is no pre-requisite knowledge expected, although competency in basic math and computing experience is a plus.

- Project Lead the Way

Initially offered in the 2011–2012, Project Lead the Way will be further developed through a partnership with CSU, Chico during the 2012–2017 charter term.



## Outcomes

More than 400,000 students in more than 4,200 schools in all 50 states and the District of Columbia are taking PLTW STEM education courses during the 2011-12 academic year. Students have enjoyed success in a variety of fields and disciplines and have taken what they learned with PLTW far beyond the classroom. Since 2004, PLTW has used an independent service to conduct follow-up student testing and measure the programs' impact. Student assessments are gathered at the end of each PLTW course, rating student interest and engagement. Participating schools also conduct surveys on a local and state level, while our other partners contribute wider education assessments. What we've found is that, across the board, PLTW works.

- PLTW alumni are 5 to 10 times more likely to pursue engineering and technology classes than other first-year college students.
- On average, PLTW alumni have a GPA 0.21 points higher than the average GPA of all first-year college students.
- PLTW students surveyed in Wisconsin middle schools and high schools reported being more engaged in schoolwork than did non-PLTW students.
- PLTW students outscored a random sample of other career/technical students by 10 points in reading, 11 points in mathematics, and 10 points in science.
- 79 percent of PLTW graduates completed four years of college-preparatory mathematics and 63 percent completed four years of college-preparatory science.
- 97 percent of PLTW alumni said they planned to pursue a four-year degree as opposed to 67 percent of non-PLTW students.