

**Charter Petition for**

**Innovatory  
School for  
Professional  
Youth**

**Big Picture Schools  
California, Inc.**

March 2012

# TABLE OF CONTENTS

Charter Briefing Page	p. 3
Affirmations and Assurances	p. 8
Element 1 – Description of the School’s Educational Program	p. 9
Element 2 – Measurable Student Outcomes	p. 40
Element 3 – Means to Assess Pupil Progress	p. 42
Element 4 – Governance	p. 43
Element 5 – Employee Qualifications	p. 48
Element 6 – Health and Safety	p. 51
Element 7 – Means to Achieve Racial & Ethnic Balance	p. 58
Element 8 – Admission Requirements	p. 61
Element 9 – Annual Financial Audits	p. 62
Element 10 – Suspensions and Expulsions	p. 65
Element 11 – Retirement Programs	p. 69
Element 12 – Attendance Alternatives	p. 71
Element 13 – Rights of District Employees	p. 72
Element 14 – Mandatory Dispute Resolution	p. 73
Element 15 – Employee Status & Collective Bargaining	p. 75
Element 16 – Charter School Closure	p. 76

## Charter Briefing Pages

# The Innovatory School for Professional Youth

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ISPY is a revolutionary independent study charter school designed for professional actors, athletes and musicians, as well as for at-risk youth wanting an authentically meaningful and rigorous homeschool experience. Our project based, individualized, real world curriculum is constructed around student interests and passions through internships and mentorships. Additionally, Activism, Fitness, Language and Art are central focuses at ISPY. ISPY is a tuition-free school with a projected start day for grades 6-12 of the Fall 2012.

Los Angeles, with its large population of K-12 students, is in dire need of quality, authentic independent study schooling. That need cannot be met by parents alone and cannot be met with a school-in-a-box home-school program. This challenge should be met with a curriculum that mirrors the fundamentals of Big Picture Learning; one that is “rich and meaningful, where expectations are high, progress is measured against real world standards, and families and communities are actively engaged in the educational process.” (Littky, The Big Picture)

The Innovatory School for Professional Youth (ISPY) will provide opportunities for advanced virtual classroom learning coupled with real world experiences outside the classroom. ISPY is designed for professional actors, athletes, musicians, at-risk youth or any other student who wants a home school experience that is both meaningful and sufficiently rigorous to produce authentic learning. ISPY will achieve academic excellence by implementing a student-centered model, which balances a student's desire for freedom/individual creativity with the form needed for a successful and accountable academic program. Independent Study Charter Schools range from schools with little given structure to very strictly structured (e.g. Sky Mountain Charter School, California Virtual Academy (K12) respectively); IPSY is designed to operate in the balanced middle between the two extremes. Following the Big Picture Model, this project based, individualized, real world curriculum will be constructed around student interests and passions, while being standards based, academically rigorous and college preparatory. Also, it will have a focus centered around social/ecological justice, an important element

missing from most school models in a time when young people and the world at large are beginning to recognize its need. Related to this focus, another unique attribute of this model is its approach to teaching and learning; education born from the holistic perspective of indigenous worldviews with the core value that "everything is related." This perspective includes not only interdisciplinary work in the classroom, but also a focus on the use of praxis, including wellness, language and the idea of art as an intrinsic part of life and communication.

This school will provide rigorous, standards based instruction via virtual classrooms led by credentialed teachers, coupled with real world learning by way of internships and credit opportunities for work done by students on set, stage, or in their sport/music/business etc. specialty. Students will be grouped in advisories of approximately 20 students, according to geographic areas. Students will attend a minimum of 6 meetings per week: one whole school meeting, one advisory meeting and one meeting for each content area.

ISPY will use the online classroom software program Elluminate, an online program which simulates an actual classroom; students are able to raise their hands, have discussions, write on blackboards, take exams, etc. Via Elluminate, content area specialists will present standards based instruction in Social Studies, Language Arts, Mathematics and Science. For math and science, learning systems such as Khan Academy and Art of Problem solving will be employed; Kahn Academy will also be used for history; English learning will be facilitated via Internet4Classrooms. Whole advisories will meet in the online classroom once a week to schedule in-person meetings and activities, to check individual student's Learning Plan progress and to discuss student projects. Outside the virtual classroom, students will work in cohorts supported and mentored by advisors for once monthly in-person advisory meetings. Students will meet more often for group projects and workshop classes. Student progress will be measured through traditional assessments like journals, papers, exams and oral presentations as well as through Big Picture project exhibitions.

The ISPY program will allow for early college opportunities, including the ability to take specific interest courses for college credit. In fact, a *USA Today* article about Brad Pitt and Angelina Jolie's desire to provide alternative learning opportunities for their children mentioned the work of our school director, Jessica London Jacobs. Additionally, ISPY's model allows students to work from home or set while having regular meetings with peers, advisors, and mentors. This school will also assist in securing work permits for students and arrange for on-set teachers.

Many students residing in Los Angeles and contiguous counties are in need of a quality, authentic independent study school. With Jessica London Jacobs' background as a virtual independent teacher and certified studio set teacher, her Big Picture experience, all integrated with her passion for social and ecological justice, she will fill this need. Jessica's experience in writing a previous California charter, service as a member of local boards and school site councils, entrepreneur of a small business, work as an administrator, founding member of an international private democratic school, as well as

multiple years of experience with multiple educational models have prepared her for this endeavor. The overarching goal of this project is to provide an authentic learning experience to the working youth in the Los Angeles area (of which there are over 20,000 potential students), as well as to at-risk students, all who have the potential to contribute to society. The Innovatory School for Professional Youth will provide these young minds with a constructive path toward positive change through the project based, real world individualized model based on the ideals of Big Picture Learning.

The leaders that are founding this charter school are:

- **School Director Jessica London Jacobs:** Jessica has been a teacher and an administrator in both public and private schools for fifteen years. She holds a Master's Degree in Interdisciplinary Studies and a BA in Mathematics. She has CA single subject, multiple subject, and administrative credentials. Jessica has presented at conferences around the country about character education in the math classroom and is co-author of *Teaching Virtues*. She has also written articles about charter schools and alternative education that have been published in newspapers and peer reviewed journals. Jessica has worked in Los Angeles as a studio teacher for five years and has also worked as a Big Picture Content Specialist and Advisor.
- **Assistant School Director Florina Rodov:** Florina emigrated from Russia when she was three years old and is a product of the New York City public school system. She holds a B.A. in English from Columbia University and an M.S. in Teaching English to Adolescents from Fordham. Florina was a successful New York City casting director focusing on commercials and voice-overs when the teaching bug bit her. Pursuing this curiosity, she applied for and was accepted to the competitive New York City Teaching Fellows, which recruits young career changers and asks them to spend two years teaching in New York's most destitute schools. As a teaching fellow and Americorps scholar, Florina found herself teaching high school in the low-income Dominican immigrant of Washington Heights, where she dedicated four years to helping students score off the charts on high-stakes exams, gain entrée to prestigious universities and become lifelong learners. Florina moved to Los Angeles two years ago. She is currently a professor of English at The Art Institute of California and is also producing her first feature film, "Admissions," which takes place on a college campus and stars Andy Garcia, Kim Basinger and Dakota Fanning.
- **President and CEO ,Big Picture Schools California, Inc. Keith Musilli-Johnson, MS, MBA**

Mr. Musilli-Johnson is President & CEO of Big Picture Schools California and is responsible for development of strategic & tactical planning, fundraising, financial management, BPSCA Board relationships, identification of school location(s), engagement & support of community, parents, students, teachers and school board, partnership development, recruiting of key school personnel, development & opening of each school site. BPSCA currently has two operating schools and is developing three new charter schools.

Mr. Musilli-Johnson is an entrepreneurial executive who is goal-oriented with demonstrated experience in both non-profit and for-profit sectors. Mr. Musilli-Johnson has focused on business and funding development, organizational development, operations, financial management and budgeting, and traditional and social media marketing. Mr. Musilli-Johnson has twenty-five years' experience as senior executive and board member serving in the technology, healthcare, and education sectors.

- **BPSC Board Member Elliot Washor, Ed. D.:** Mr. Washor is the co-founder and co-director of The Big Picture Company. He is also the co-founder of The Met Center in Providence, RI. Elliot has been involved in school reform for more than 30 years as a teacher, School Director, administrator, video producer and writer. He is interested in all levels of school from kindergarten through college, in urban and rural settings, across all disciplines. His work has spanned across school design, pedagogy, learning environments, and education reform. He is supporting others doing similar work throughout the world. Elliot's interests lie in the field of how schools can connect with communities to understand tacit and disciplinary learning both in and outside of school. At Thayer High School in Winchester, NH, his professional development programs won an "Innovations in State and Local Government Award" from the Ford Foundation and the Kennedy School of Government at Harvard University. He has been selected as the educator to watch in Rhode Island. His dissertation on Innovative Pedagogy and New Facilities won the merit award from DesignShare, the international forum for innovative schools.
- **ISPY Local Operating Board Member Casey Poldino:** Casey is a working professional in the area of marketing and advertising. She has operated her own business for five years. Prior to her current position, Casey worked as an environmental surveyor. Her college degrees are in Science, Spanish and Business Administration.
- **ISPY Local Operating Board Member John Dirschel:** John is working towards his doctorate at UCLA and currently works full time as a First Class Officer in the US Coast Guard where he has worked as an administrator and supervisor. John has a passion for education and a mind for business and finance. His college degree is in Psychology.
- **ISPY Local Operating Board Member Dana Lazzareschi:** Dana is owner and operator of *Funky Divas*, a school-based enrichment program with locations throughout Los Angeles. Dana has extensive experience with both advertising and accounting. She holds a degree from UCSB in Theatre and her career focus bringing the arts to public schools.
- **ISPY Advisory Council Member Four Arrows, PhD, EdD:** Four Arrows is a mentoring faculty member at Fielding Graduate University. He has previously been a tenured associate professor at Northern Arizona State University and Dean of the Education Department at Oglala Lakota College. Four Arrows holds a PhD in Health Psychology and an EdD in Curriculum and Instruction. He is a noted author and activist. In addition to his nearly 100 published articles, he is the author of seventeen books including, *The Authentic Dissertation: Alternative Ways of Knowing, Research and Representation* (Routledge); *Teaching Virtues: Building Character across the Curriculum* (Scarecrow); *Unlearning the Language of Conquest* (University of Texas Press) *American Assassination: The Strange Death of Senator Paul Wellstone*. Four Arrows presents to professional audiences throughout the world where he brings an "Indigenous worldview" and a holistic understanding of the arts, creative and critical thinking, ecological awareness and social justice back into the purpose and function of public education.
- **BPSC Board Member Keith Reams, Finance:** Mr. Reams is Global and US Transfer Pricing Leader for Clients and Markets Deloitte Tax LLP, with over 25 years of experience in finance and practical business solutions. Keith served as a board member of the Sacramento Waldorf School for many years as a member of the executive committee and as their treasurer. He also set up a non-profit foundation for that school. Mr. Reams served as a member of the board of trustees of Rudolf Steiner College – a teacher training college. In addition, he was on the steering committee of the Yuba County schools for adjudicated students (the juvenile hall and continuation schools) for a reform program, helping to develop pilot program grant money. Mr. Reams has been interested for many years in secondary education reform. He has one son who has graduated from the Big Picture MET Sacramento, and another who started as a freshman this year. Mr. Reams has served on the Big Picture Schools California Board of Directors since it's founding. He has served on the Advisory Board of Met Sacramento.

- **Big Picture Schools California, Inc Governing Board Member Joey Campbell, Assistant Superintendent, Washington Unified School District, Fresno CA:**  
 Mr. Campbell is a highly accomplished professional educator with over 23 years of practical hands-on experience in both teaching and administration. A Solid visionary leader who strives to create a dynamic and empowering learning environment for both faculty and students. Mr. Campbell began his career in education in 1989 and served as a teacher for ten years at Washington Union High School in Fresno California. He subsequently in several administrative positions including Principal from 2002 to 2011 and most recently as Assistant Superintendent. Mr. Campbell serves on both the Big Picture Schools California non-profit governing board and on the Big Picture High School- Fresno local school board.
- **BPSC Board Member Kari Thierer:** directs and connects the multiple school-based national initiatives sponsored by Big Picture, including established school support, principal coaching, QR, and college transition. Relatedly, Kari holds and manages school contracts, manages the implementation and supporting of monies received through grants, and supports the new school development processes. In addition (are you exhausted just reading this?), Kari helps develop curriculum for local and national school visits and conferences, is assisting in the development of Big Picture's peer review process as well as serving as one of the Big Picture liaisons to the AHSI Network. Kari has a Master's Degree in Educational Administration and has been actively involved in school reform for over 14 years, teaching and working in schools from grades K to 12.
- **Advisor/Social Studies Content Specialist D. Chavonne Long:** Has worked both as a classroom and independent study teacher in public and charter schools for over 10 years. Her experience is extensively in alternative and progressive programs, primarily at the high school level, where her passion is finding avenues for success for students requiring a non-traditional approach. As the daughter of migrant farm workers, she is a first generation college graduate and understands first hand the challenges facing students in the unfamiliar road to college. She holds both Single Subject Social Science and K-12 Multiple Subjects Credentials from Cal Poly Pomona and a BA in Social Science. She also has an authorization in Home Economics and has worked in sewing, weaving, and design for over 20 years. Currently she volunteers bringing weaving and handwork to local charter schools and works as a California Studio Teacher with children in entertainment.

## AFFIRMATIONS AND ASSURANCES

- *Please note: LAUSD Required Language will appear in italics throughout this document*

The Innovatory School for Professional Youth shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations*
  - Not charge tuition*
  - Not discriminate against any student on the basis of 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*
  - Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)*
  - Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend ISPY and pupils who reside in the District. EC 47605(d)(2)(B)*
  - Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements*
  - Not require any child to attend ISPY nor any employee to work there*
  - In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves ISPY without graduation or completing the school year for any reason, ISPY 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.*
- . ISPY accepts and understands obligations to comply with specific sections of the Education Code; 47611 and 41365, and all laws establishing minimal age for public school attendance.*
- . The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]*
- . The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]*

# Element 1

## Description of the Educational Program

**“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)**

The Innovatory School for Professional Youth (ISPY) is an Independent Study School where students work individually through interdisciplinary project-based work, online course delivery, and community internships. ISPY is a member of Big Picture Schools California, a California not-for-profit corporation (“BPSC”) charter school management organization. BPSC’s mission is to generate and sustain innovative, personalized schools that work in tandem with the real world of the greater community.

While ISPY students work at home or in local communities, both alone and within small advisory groups, the school will maintain an office that will be used for administrative and conference purposes.

- ISPY’s contact person is Jessica London Jacobs, who can be reached at 310.456.4547 or [ispycharter@gmail.com](mailto:ispycharter@gmail.com).
- The term of ISPY’s charter shall be from 2012 to 2017. ISPY will follow LAUSD’s charter renewal process, thereby beginning its renewal process in the 2016-2017 school year. ISPY accepts and understands the grounds on which a charter may be revoked.
- ISPY will serve students in grades 6 through 12. There will be approximately 80 students in grades 6 through 11 in year one.
- The scheduled opening date for ISPY is August 2012.
- The admission requirements, student enrollment predictions, the instructional calendar, and the daily schedule are contained in this petition.
- LAUSD, BPSCA and ISPY will monitor progress in meeting student outcomes as described in element 2.

## **ISPY Mission and Vision (Goals of the Program)**

### **Mission Statement**

The Mission of the Innovatory School for Professional Youth (ISPY) is to prepare students for a meaningful adulthood. We feel this is best accomplished through a combination of authentic independent academic scholarship, mutually respected professional relationships, and real-world experience in creating positive change. Our goal is to create healthy leaders driven by personal passion, with a commitment to social and ecological justice and possessing the skills to achieve all of their goals.

### **Vision Statement**

Innovatory School for Professional Youth allows working or training youth to holistically balance their careers with their academics, and at-risk youth to be academically engaged by pursuing personal interests in the professional realm. Students experience a rigorous college preparatory program while making a difference in their communities and the world. ISPY graduates will be disciplined, confident, cultured, generous and engaged role models who will excel in college and beyond.

### **Need for ISPY in Los Angeles**

There is an enormous need for rigorous and authentic independent study charter school in Los Angeles, given the large number of homeschooled students. This population craves an alternative to the dry computer-only based instruction programs available now. For example, there are 20,000 working actors in Los Angeles Unified School District area and thousands more children that want to school independently due to training or practice schedules, or at-risk students that simply prefer a real world educational experience to motivate learning.

### **Target Population**

While open to all students, ISPY has two target populations 1) professional youth (working actors, training athletics, practicing musicians, etc.), students that are currently attending non-LAUSD districts' independent study schools AND 2) low performing or socioeconomically disadvantaged students for whom the traditional school model does not fit. Students will be motivated to learn as interns in the professional world. Our program is available to all students interested in attending our school.

In an effort to target underserved students, ISPY will recruit at local elementary and middle schools, Boys and Girls Clubs and through community organizations, as well as through marketing campaigns in local media and on social networks. Furthermore, ISPY will identify schools where the overwhelming majority of students are eligible for free or reduced price lunch and/or students who live within the zone of a failing school.

ISPY will initially serve approximately 80 students in grades six through eleven. Size growth should reflect the following growth pattern over a 5-year period.

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2012-2013	10	20	10	20	14	6		80
2013-2014	20	20	20	40	20	20	6	146
2014-2015	40	20	20	40	40	20	20	200
2015-2016	40	40	40	40	40	40	20	260
2016-2017	40	40	40	60	60	60	40	340

### **Demographic Information for Similar Schools**

	LAUSD City of Angels	California Virtual Academy (local charter school)
# of Students	1969	2428 (grades 7-12)
Multi-Track School?	No	No
Program Improvement?	Yes	Yes
Met Schoolwide Growth Target?	No	No
Met Subgroup Growth Target?	No	No
API Score	613	747
API State Ranking	NA	3
Similar Schools Rank	NA	5
% students eligible for free/reduced lunch	36%	19.35%
% Special Ed	2%	9.6%
% ELL	17%	0%
% major ethnicity # 1	69%	48.2%
% major ethnicity # 2	16.7%	17.5%
% major ethnicity # 3	10.3%	14.9%

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

ISPY students will be activists who speak out and take action to bring about positive change in their communities and in the world. ISPY students will practice patience, courage, fortitude, humility, generosity, and honesty in an effort to become both successful scholars and good people. They will excel in college, in the work force, and as contributing and engaged world citizens. ISPY students' experience will be:

- **Interdisciplinary Project Oriented:** Learning is primarily project based for a smooth transition to real world problem solving and incorporates all core content areas
- **Technology Focused:** To be successful academically and professionally, one must be adept at using the tools of the age.
- **Via Primary Source Documents:** ISPY feels learning through reading is best achieved if the content is presented first hand and not via a hegemonic textbook.
- **Culturally Diverse:** ISPY embraces diversity and appreciates cultural differences, unique histories, and different perspectives.
- **Goal-Driven:** Students will emerge as leaders capable of setting and reaching goals, able to problem solve and improvise, and comfortable communicating their contributions.
- **Real World Applicable:** ISPY students study in the community and school in Los Angeles' museums, libraries, studios, art galleries, hospitals, law offices, etc.

## Instructional Model & Design

ISPY's design is based on the Big Picture Learning educational model, first developed in Providence, Rhode Island in 1995. The Big Picture movement has grown to include high-performing public schools in 14 states, as well as dozens of schools outside the United States (Australia, The Netherlands, Israel, and South Korea).

BPL, which developed the educational model ISPY is implementing, is used in 70 small schools throughout the country (including San Diego, Sacramento, Los Angeles, Oakland, El Dorado, and Fresno) since its founding over 15 years ago, focusing on personalization of the educational process and accessing "Real-World Learning", outside the traditional fences or walls of schools.

ISPY students are guided to identify their personal passions and will create semester long projects based on these interests. The teachers will infuse the California State Standards into these individual student projects. Additionally, students are offered content specific workshop courses that will also be developed around student interest. Finally, students will secure internships and mentors that work in an area the student is excited about, thereby giving ownership and learning motivation.

While most students will work independently, watched over by a parent, ISPY understands that not all students have the advantage of a parent who is able to contribute

in this way. That is why students always have the opportunity to work with their advisory group at an established Learning Center in their area.

ISPY's design is based on Big Picture Learning's **ten distinguishers** listed and described below. They exist as a comprehensive whole. They are interrelated and inform one another – none work in isolation. It is the seamless integration of reflection-based action and the distinguishers that result in the powerful success of the Big Picture Learning design.

- 1. Learning in the Real World: Learning Through Internships (LTI)**
- 2. One Student at a Time: Personalization**
- 3. Authentic Assessment**
- 4. School Organization**
- 5. Advisory Structure**
- 6. School Culture**
- 7. Leadership**
- 8. Parent/Family Engagement: Adult Support**
- 9. School/College Partnership: College Preparation and Support**
- 10. Professional Development**

- **Learning in the Real World: Learning Through Internships (LTI):** The school aims to have each student spending two days a week engaged in meaningful project work outside the school building. Students, with the help of their advisors, find internships in the community. Advisors coordinate this work, ensuring that it is integrated with the student's learning goals and school-based study. It is important to note that such real-world work is intended to foster broad learning applicable to all fields, to be developmental as opposed to vocational.

Essential elements of the LTI are: students work one-on-one with mentors who are experts in their field; students do authentic projects that involve academic investigation; mentors receive training from ISPY; a school-based LTI coordinator provides support to mentors and students.

The mentor-intern relationship is special. The guidance and direction that mentors give is personal, and based on the intern's own particular needs, talents, and interests. There is a level of comfort in this kind of guidance that makes it possible to learn through both accomplishments and mistakes. For teenagers, it can be an especially important haven during the tumultuousness of adolescence.

- **One Student at a Time-Personalization:** Each student at ISPY has a comprehensive, individualized learning plan that the student crafts with the guidance of the advisor, parent, and, where applicable, the internship mentor. Personalized education is the key to creating a school where motivated students are engaged in a meaningful curriculum, and academic progress is measured against real-world standards.

All the components that make up the student’s learning experience – the curriculum, the learning environment, the use of time during the school day, the choice of workshops or college classes, the focus and depth of investigation through the Big Picture learning goals – is developed based on the student’s individual interests, talents, and needs.

The school’s job is to know each student well and to provide the right measures of challenge and support for each student in order to promote growth. Students must also take responsibility for and ownership of their learning by pursuing their interests and passions deeply in the real world and at school.

- **Authentic assessment:** Each student must create a portfolio of work; present quarterly exhibitions; receive in-depth written narrative assessments twice a year from advisors; and pass a gateway exhibition at the end of the second year and graduation requirements at the culmination of the final year. Students are prepared to perform at the proficient or advanced levels on the California Standards Tests and pass the CAHSEE exam.

Assessments include not only traditional ones like quizzes and exams, but also public exhibitions (one per quarter or trimester which tracks student growth and progress, quality of work, and academic depth in the learning goals), weekly check-in meetings with advisors, weekly journals, yearly presentation portfolios, and transcripts (which translate the Big Picture Learning design in a way that colleges can understand). Gateways for student progress are between 10th and 11th grade and at graduation. The Gateways serve as signposts for students to demonstrate they have completed necessary work and have achieved the goals set in their learning plan.

- **School organization:** ISPY includes small personalized learning communities that serve students of all abilities and interests. The school will have a ratio of one advisor to approximately 20 students.
- **Advisory structure:** Advisories meet weekly and serve as the core learning community for that group of students for four years. An advisor (teacher) facilitates the advisory for at least two, and preferably for all four years. He/she serves as a teaching catalyst, finding educational resources for the students, ensuring that the personalized learning plans target key academic learning goals, working with mentors to ensure the rigor of internships, and actively involving parents in their children’s education.

The advisor’s role is to manage each student’s individual, personalized learning plan and Learning Through Internship/Interest (LTIs) placement. To do this, the advisor must build a relationship with each student and his/her family (this includes home visits and one-on-one meetings with each student). Though certified in one area, the advisor does not “teach” his or her subject area; rather he or she needs to draw on many disciplines to meet the needs of each student, each student’s project, and to design advisory activities.

The advisor is a coach, mentor, teacher, manager, and often – friend. Advisors guide students in learning how to manage their time, plan their work, find internships, and

complete projects. Advisors coach students to seek and build authentic learning experiences inside and outside of the school building.

- **School Culture:** ISPY is a vibrant and inclusive learning community that values diversity and respect. Each week begins with a “Pick Me Up,” an all-school gathering at which students showcase their work and guests from the community give performances and presentations. Whole community events for staff, students, families, and mentors are scheduled throughout the year.

A culture of respect and equality exists between students and adults, among students, and among adults. Students feel at ease as they interact with adults. Students are encouraged to take a leadership role in the school and student voice is valued in decision-making processes.

For staff members, teamwork is a defining aspect of the culture. The school director creates regular opportunities for professional development and life-long learning for the staff. Staff members also reflect regularly and share ideas through verbal and written communication.

- **Leadership:** The school director (principal), co-director and advisors are the key local decision makers at ISPY and working alongside parents, students and community mentors, they control all critical decisions at the school site related to budgeting, hiring and curriculum. Leadership is shared and spread between a strong, visionary principal and a dedicated, responsible team of advisors.

All Big Picture Learning directors begin their training before their school opens through the TYBO program (The Year Before Opening). This program uses current Big Picture Learning principals as mentors, as well as utilizes the expertise of the co-founders and Big Picture coaches. Principals are trained around Big Picture principal leadership criteria through mentor/mentee relationships with other Big Picture principals and coaches including: human relations and communication, moral courage, vision, flexibility and efficiency, life-long love of learning and leading, and recruitment.

The principals participate in on-going year-round professional development, and are supported in the start-up years of operation by Big Picture Learning. Principals also actively participate in professional development and conferences designed especially for the Big Picture network of schools. Principals are cultural/instructional leaders, as well as CEOs/entrepreneurs for their schools. They are the liaisons to districts, to Big Picture Learning, and to their own staff. Overall, the success of the whole school and, in particular, the professional health of the advisors, is the responsibility of the principal.

All advisors are trained by Big Picture-trained principals and supported, through the principal, by using Big Picture materials and coaching methods. Advisors take great responsibility in the day-to-day organization of the school, in the management of school time, in successful implementation of the curriculum, and finally, in the success of all students. In addition to formal professional development, advisors learn from other

advisors on a daily basis by serving as each other's mentors and mentees. Much of the learning that advisors do is done through the sharing of best practices and through the collegial relationship with other advisors.

- **Parent/Family Engagement: Adult Support:** ISPY enrolls whole families and empowers parents to play an active role in their child's education and in the school community. Parents/guardians at ISPY must agree to take part in regular learning plan team meetings and are expected to attend a number of functions throughout the year. ISPY holds an orientation for new families; organizes social, cultural, and educational activities for families; and supports parents/guardians in their role as educators.

Parents and families are essential to the success of Big Picture Learning schools from the process of start-up through day-to-day operation. Families serve as resources, providing information about their child's strengths, weaknesses, and lives outside of school. They also serve as resources to the school community by connecting the school with potential LTIs and mentors; many parents and family members serve as mentors themselves.

- **School/College Partnership: College Preparation and Support:** The focus of ISPY is preparing students for college and a meaningful career pathway. Each student develops an individual learning plan that identifies the student's particular academic and developmental needs, describes authentic project work to meet these goals, and outlines expected outcomes and timelines. It is revised as needed and updated at regular learning plan meetings.

Big Picture Learning believes that all students should be afforded the opportunity to attend an institution of higher education if they so choose. By developing challenging individual learning plans, organizing student visits to colleges, educating families about the college application and financial aid processes, and building relationships with local colleges, ISPY will cultivate students' readiness for the challenges of post-high school study. All students will be required to take college entrance exams and apply to at least one college or post-secondary school program. No matter what their chosen course, all ISPY students will develop post-high school plans that will contribute to their future success— be it through college, a professional internship, travel, trade school, the military, or the workforce.

- **Professional Development:** Principals and advisors are prepared to make effective decisions related to instruction and school site management because they receive extensive training and professional development. Big Picture Learning provides a rigorous professional development program and ongoing support. Core strategies of the Big Picture Learning professional development program are observation, collaboration, reflection and an emphasis on continuous improvement.

Ongoing professional development takes place at staff meetings, at regular staff retreats, and conferences designed to delve deeply into various topics. Advisors and staff members participate in all Big Picture Learning professional development activities, including but not limited to: The Big Picture national annual Big Bang conference,

conferences around specific Big Picture Learning initiatives, visits to other schools, and through conference calls.

Big Picture Online, an innovative, interactive website, is a primary tool for the sharing of information and resources for both students and staff, greatly increasing opportunities for professional development. A major component of Big Picture Online is its use as a tool to share best practices throughout the searchable Knowledge Exchange area, in Forums to discuss and share ideas, and by creating compiled materials on particular topics.

### **Relationship with Institutes of Higher Education**

ISPY will maintain collaborative relationships with colleges and universities to ensure ISPY students have every higher education opportunity available to them. Additionally, students will have the opportunity to attend specific college courses while still in middle or high school where they can investigate an area of education beyond the CA state standards we will provide at ISPY.

### **Community Relationships**

Families are expected to participate in their children's education experience at all BPSC schools. ISPY is committed to actively integrating parents and guardians into all aspects of their children's school experience.

Since students will be working alongside professionals in the community, ISPY is committed to creating and maintaining positive relationships with professionals in the entertainment industry, medical professionals, educators, service professionals, attorneys, politicians, etc.

### **Highly Qualified Teachers**

- ISPY will work closely with Big Picture Learning to locate talented, properly credentialed and dedicated professionals committed to alternative education.
- ISPY, working with Big Picture California, will approach top education schools across the country to recruit faculty. ISPY will be in touch with the heads of Curriculum and Teaching Departments at schools like Columbia University's Teacher's College and Fordham's School of Education, so that they send us their best and brightest. ISPY's model places additional demands for collaboration and a broader base of content knowledge and, as such, recruitment efforts will be ongoing even before a vacancy arises.
- ISPY is interested in teachers who, while experts in the field of education, have also been successful in the real world—artists, attorneys, business owners, world travelers, etc.
- ISPY is interested in recruiting THE BEST educators. Therefore, if our private funding comes to fruition, as we expect it to, we aim to compensate teachers at a higher salary than other schools do, in order to attract the highest caliber of teachers.

## **Means to Achieve Mission**

ISPY plans to achieve the school’s mission using strategies identified by “Key High School Reform Strategies: An Overview of Research Findings.” (U.S. Department of Education, 1999) and will:

- 1) Provide a small and personalized learning environment**
- 2) Commit to high academic expectations**
- 3) Exercise Local Control with Accountability**
- 4) Encourage Parent Participation in All Facets of the Child’s Education**
- 5) Dollars Spent on Education, Not Bureaucracy**

### **1. Small & Personalized**

ISPY will provide a small, advisory-based environment that gives each student the best chance of success. Students can be held accountable for all of their actions, as the administrators and teachers are able to develop personal relationships with each student and their families. A 20:1 student-to-faculty ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes that typically have students at varying proficiency levels.

### **2. High Expectations for All Students**

ISPY is structured around high expectations for all students, and every student will take a rigorous college preparatory curriculum. All students will be enrolled in classes meeting the University of California (UC) / California State University (CSU) A-G requirements, and courses are aligned with California State Content Standards. ISPY believes all students should be prepared to attend a four-year university after high school, if they so choose. Every student that graduates from ISPY will have taken all necessary courses to attend a UC or CSU.

Extensive student intervention and support programs will be offered to help students master a challenging college preparatory curriculum. The majority of students entering ISPY may be two-to-four grades below ninth grade proficiency in core subjects, making it critical to focus on support programs that can provide students with the help they need to be successful in their college-prep classes.

Additionally, ISPY will partner with colleges and universities so that students may take classes there.

### **3. Local Control with Accountability**

The principal and teacher/advisors are the key decision makers at ISPY and, working alongside parents, students and community mentors, they control all critical decisions at the school site related to budgeting, hiring and curriculum.

Local control works in ISPY’s school model, because the school and all stakeholders are held accountable for student results. If certain students are consistently not performing up to expectations, then strategic and/or logistical assistance are provided by the school.

Students are included in various important school decisions. Empowering students to give meaningful input into their school allows them to develop a greater sense of responsibility for their education and a heightened excitement for learning.

#### **4. Parent Participation in All Facets of the Child’s Education**

Families are invited and expected to participate in their children’s education experience. Family involvement in a student’s education is one of the most important ingredients to student success, and ISPY is committed to actively integrating parents and guardians into all aspects of their students’ school experience. Education programs are an important part of the parent participation program, as many of the parents in the BPL network are unfamiliar with what a project-based, real-world college preparatory high school experience is like and must be educated on it in order to best support their children. ISPY offers a variety of programs to get parents and family members involved in the schools, starting with classes on the school’s methodology and roles and responsibilities of students and families within the model. According to the educational model, parents meet quarterly with their child’s advisor to discuss and optimize student learning.

#### **5. Dollars Spent on Education, Not Bureaucracy**

ISPY provides financial oversight and incorporates best practices from the private and public sectors to maximize efficiency and drive dollars towards activities that directly impact kids. All members of the organization’s board serve in a voluntary capacity. BPSCA ensures that the school receives 100% of the funds that have been allocated for the education of their students.

#### **Recommended Practices and Expected School-wide Learning Results**

BPL provides all BPSC schools with Recommended Practices (described in detail in this document) in order to ensure a consistent level of quality. Practices are provided in the areas of curriculum, student intervention, professional development, parent participation, and school operations to help School Directors and teachers make the most informed decisions for their schools.

ISPY’s Expected School Wide Learning Results (ESLRs) are the Learning Goals of all schools using the BPL model in the United States and abroad. They encompass areas of academic as well as personal development.

### **ISPY's Expected Student Learning Results:**

1. Students will employ Empirical/Logical Reasoning whenever a situation demands. Students are asked to think like scientists: to use empirical evidence and the scientific method, to formulate logical processes to make decisions and to evaluate hypotheses. (Aligned with the sciences: environmental science, integrated science, biology, chemistry, and physics.)
2. Students apply Quantitative Reasoning to forge real-world solutions, as well as to more abstract mathematical constructions. Our goal is to think like a mathematician in a flexible and fluid fashion: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time. (Aligned with Pre-Algebra, Algebra, Geometry, Algebra 2, Math Analysis, and Calculus.)
3. Students become Confident and Effective Communicators: to understand their audience, to write, read, speak and listen well, to use all forms of technology and artistic expression to convey thought and feeling, and to be exposed to another language and culture. (Aligned with Language Arts, Performing and Fine Arts, Foreign Language and technology state standards.)
4. In order to be able to decipher the world around us, we must be able to Skillfully Employ Social Reasoning to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to analyze sources of conflict. (Aligned with Social Science: World History, US History, Government, and Economics.)
5. Exemplary Personal Qualities, in terms of both effectiveness and integrity. We aim at all times to strengthen ourselves as people, to demonstrate respect, empathy, responsibility, organization, and leadership, to manage our time more effectively, and to live healthier lives through nutrition, exercise and other positive practices. (Personal/ Professional Qualities)

### **Curriculum and Instructional Program**

ISPY is defined by a commitment to educate “One Student at a Time” based on students' unique interests, needs and abilities. ISPY's instructional model, governing structure and placement within the larger community are structured in accordance with the BPL Schools Distinguishers (see p. 13)

## **Instructional Delivery – The Big Picture Methodology**

ISPY empowers students to “own” their educational experience. This is accomplished through a variety of means: students work primarily via interdisciplinary projects in small cadres (known as advisories) of approximately 20-25 with their teachers (known as "advisors") with whom they meet with on a weekly basis virtually and in person on a monthly basis; they design an Individual Learning Plan with input from advisor and parents focused on merging their personal interests and passions with standards-based course work; and they spend several hours per week Learning Through Internships (LTIs), completing problem-solving project work with an adult mentor while working in a professional field of their interest.

Students are concurrently enrolled in community college classes to meet and exceed University entrance requirements. Each of these steps requires the students to exercise a degree of choice over their learning process, and at each juncture the students receive support from the entire school staff. Advisors are highly qualified instructors in at least one content area and function as the primary coordinators of student learning. Content specialists in each discipline meet regularly with all students to assure that college-prep learning is embedded into each project and that students are prepared for standardized tests.

ISPY intends to have experts in their fields teach Master Classes. For instance, if a student is taking a poetry elective, why not have an acclaimed poet teach the student, if only for one extended session? While state-approved textbooks are used, textbook instruction is supplemented by primary source documents.

Regular educational activities include weekly virtual whole-school meetings, online advisory group instruction, independent study via online resources, interdisciplinary project-based work, skill based workshops, exhibitions, and internships/service learning. These aspects of a students’ schooling are outlined and created via the Learning Plan process where students plan with their advisors, parents, mentor, and School Director.

## **Curriculum and Instructional Approach**

ISPY will employ a wide range of pedagogies based on “best” practices. Instruction will be integrated using methods such as:

***Life-tasks:*** Beginning in the 6th grade, the school will teach students how to explore their interests, and at the same time, gain mastery over important academic skills. The school will schedule field trips to enable students to observe a wide range of people working in the real world (the arts, health science, manufacturing, business, academia, etc). The curriculum will include group projects that put students in “doing” roles, creating real products, such as class books, magazines, and promotional materials for the school/community. Students will write in daily journals, learning the life-long skill of time management and asking critical thinking questions for their personal and social development.

***Learning Through Internships (LTI):*** Though similar to vocational education, LTIs differ in that they integrate school-based learning with work-place learning. At the workplace, students learn through one-on-one mentoring and project exploration. At school, advisors reinforce the skills and knowledge needed to complete the student's projects and fulfill their individual learning plans and academic goals. Starting in the 6th grade, students attend their LTI's two days per week.

***Core Academic Coursework:*** ISPY is committed to establishing high standards and expectations for all students including meeting California Content Standards, as well as UC A-G and CSU requirements. Through core skills mastery and project-based education, students will be expected to demonstrate mastery in the six core subject areas: language arts, social sciences, mathematics, science, foreign language, visual and performing arts. Big Picture Learning has developed courses of study for the UC "A-G" required courses and these were approved by the University of California for use in Big Picture Schools.

The following courses were approved:

***ISPY, Approved UC "A-G" Courses***

a. History/Social Science

- . American Government
- . U.S. History
- . World History

b. English

- . English 1
- . English 2
- . English 3
- . English 4

c. Mathematics

- . Algebra 1
- . Algebra 2
- . Geometry
- . Trigonometry

d. Laboratory Science

- Biology
- Chemistry
- Physics

e. Language other than English

- American Sign Language
- American Sign Language

- French 1
- French 2
- Spanish 1
- Spanish 2

f. Visual and Performing Arts

- Art History
- Studio Art

g. College Preparatory

Elective

- Earth/Physical Science
- Economics
- Environmental Science
- Psychology

ISPY will implement this curriculum using the following instructional strategies as outlined in the courses of study: “Pick-Me-Ups”/Lecture (Direct Instruction), Workshops, Independent Projects (Group Projects), Interviews, Field Studies, Internship Component, Advisory (One-on-one instructional time). Course work will also be provided through other sources such as college courses, online courses, and summer school.

***Project-based Instruction:*** Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for success in college and the world beyond. Projects will also link the curriculum content with students’ real world experiences, making learning relevant and valuable to their lives outside of school. Research on authentic instruction indicates the importance of connections between classroom curriculum and the world beyond the classroom. (Avery, P.G. (1999) Authentic Instruction and Assessment. Social Education.)

***Integrated Curriculum:*** To facilitate deep learning and connections across subjects (e.g. history and literature) Learning Teams (teacher/advisor, student, and mentor) will collaborate to integrate themes and concepts in designing the LTI. Students at ISPY will spend approximately two and one half hours per day in reading and writing activities, the key to personalized learning. The team of teachers/advisors will be credentialed in the primary academic areas e.g., science, math, language arts, social science, foreign language, and art, and will collaborate to deliver the instructional program so that all students will receive quality instruction.

***Flexible Supports:*** Various supports will be provided by the advisory, the school and the community. For example, academic support might include literacy support, tutoring

across subject areas, second language learning supports, and collaboration with community agencies.

***Diagnostic Assessment:*** The school staff will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. ISPY will systematically assess student growth in the following areas: English/Language Arts, Reading, Mathematics, Science, Social Studies, Learning Habits and Responsibilities, and Wellness.

Much data will be collected at the public exhibitions, starting at the sixth grade level, at the end of each quarter. These presentations will typically provide information about student performance in reading, writing, listening, speaking and learning habits and responsibilities (planning and execution of projects of personal interest, internalization of standards of performance, etc).

This information along with the following measures will provide a complete picture of student achievement: Scantron's Performance Series, state testing results, the physical education scores, writing portfolios, Learning Team meetings, teacher/advisor observation of daily work, student interviews, teacher/advisor evaluations, and narrative evaluations. This comprehensive information will allow for data-driven decision making in areas of curriculum, instructional strategies, and individual support for students.

***Technology:*** Students will be expected to develop technological proficiency in the areas of word processing, graphic design, spreadsheets, slide and Powerpoint presentations, video production, and Internet research within their core academic subjects and elective interests. Students will be expected to utilize technology in all exhibitions.

***Physical Education:*** Students will be expected to develop their physical abilities and fitness. Opportunities for life-long fitness instruction will be provided at the school.

***Visual and Performing Arts:*** The arts will be embedded in the project-based curriculum. Additional opportunities to develop individual interest and performance opportunities will be provided through connections within the community.

### **Plan for Students Who are Low Academic Achievers**

Student performance for all students will be regularly assessed a minimum of every six weeks in all programs at ISPY. Using this data, decisions will be made to develop interventions to help students move up to grade level and above. Initial assessments of all students will begin prior to enrollment in ISPY or the first week of school. If a student is two grade levels and below, and/or scores Far Below Basic or Below Basic on California Standards Tests, an intervention plan will be developed as part of the Personalized Learning Plan which involves the student, the parents, and the advisor. Student progress will be reviewed every six weeks and the Personalized Learning Plan will be adjusted as necessary to help the student meet the learning goals. Parents will continue to be a part of the ongoing learning plan development. Intervention

programs designed to help bring identified below grade level students up to grade level may include: tutoring and/or computer assisted instruction in mathematics, language arts and reading.

### ***Intervention Strategies***

ISPY provides formal interventions to students in need of them. Interventions are intended for all students who would benefit from them but target students who are more than two years below grade-level and who are unable to demonstrate proficiency in English-language arts or in mathematics as tested on the CELDT and/or CAHSEE assessments and our benchmark assessments. These students have the greatest need.

The following intervention strategies will be offered to students:

**Revolution's CAHSEE 380 Intervention Software** - The CAHSEE 380 software provides a customized learning experience for each student through web-based adaptive learning. Assessment questions mirror the level of intensity and content presented on the CAHSEE. This enables students to reduce their anxiety and become accustomed to the content and rigor required prior to graduation. Primary CAHSEE 380 features include:

- 6,000+ standards-aligned questions
- Pre-, post-, and summative assessments for each CAHSEE strand
- In-line instruction in English and Spanish (text and audio)
- Scaffolding of content back to 2nd grade to identify and resolve specific skill gaps
- Mentor Sessions that break down challenging questions and reinforce needed skills through individually differentiated instruction
- Adaptive extra practice assignments for each student based on his or her actual performance on specific topics
- Virtual essay writing workshops, including outlining, drafting, and teacher grading
- Data-driven lesson planning support with real-time reports

All high school students preparing to take the CAHSEE participate in this program during specific workshops and personal learning time.

The following are additional interventions that are being considered for implementation during the 2012-13 school year:

**Fast ForWord for Reading Intervention** - The Fast ForWord program is a reading intervention program designed for K-12 education institutions and clinical specialists worldwide whose students are reading below grade level. Fast ForWord uses pictures, video, verbal cues, illustrations, Spanish translations and is computer based. Students begin by listening to a model reading of the text. Students can click on words for pronunciations, contextually appropriate meanings and usages, illustrations, and Spanish translations. The program directs the student's attention to critical information and vocabulary and highlights it and reads it out loud. When students finish reading, the text is color-coded to show areas in need of review before re-reading.

The Fast ForWord program develops brain-processing efficiency through intensive, adaptive exercises. The Fast ForWord program develops and strengthens memory, attention, processing rate, and sequencing - the cognitive skills essential for learning and reading success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader. Fast ForWord games constantly adapt to a student's current level of competence, students can learn basic language processing skills while simultaneously improving their higher-level skills. This is done through language games that slow down and magnify the different sounds in normal speech, allowing students to more easily process them. The games become progressively harder as students move through them, with students needing to demonstrate proficiency at each level before moving on. The hardest games test students' reading comprehension.

**ALEKS Online Math Program** - ALEKS is a ground-breaking technology developed from research at New York University and the University of California, Irvine, by a team of software engineers, mathematicians, and cognitive scientists with the support of a multi-million-dollar grant from the National Science Foundation. ALEKS is fundamentally different from previous educational software. At the heart of ALEKS is an artificial intelligence engine that assesses each student individually and continuously. ALEKS is based upon original theoretical work in a field of study called "Knowledge Space Theory." Work in Knowledge Space Theory was begun in the early 1980s by Dr. Jean-Claude Falmagne, an internationally renowned mathematician and Professor of Cognitive Sciences who is the Chairman and founder of ALEKS Corporation.

ALEKS avoids multiple-choice questions and instead uses flexible and easy to use answer input tools that mimic what would be done with paper and pencil. When a student first logs on to ALEKS, a brief tutorial shows him how to use these ALEKS answer input tools. The student then begins the ALEKS Assessment. In a short period of time, ALEKS assesses the student's current course knowledge by asking him a small number of questions (usually 20-30). ALEKS chooses each question on the basis of his answers to all the previous questions. Each student, and therefore each set of assessment questions, is unique. It is impossible to predict the questions that will be asked.

### **Plan for Students Who Are High Academic Achievers**

Students who score at the Advanced Level on the California Standards Tests and perform on higher levels of other tests and in their coursework will be considered as high academically achieving students. These students can fulfill advanced or additional course requirements through concurrent enrollment at local colleges or other community college extensions, or through approved online coursework. The aforementioned coursework will be recorded on each student's Personal Learning Plan. Students are required to meet with their advisor on a regular basis to review and discuss assignments. There are several commercial sources for online secondary curriculum, including the University of California College Prep Online initiative which provides several online classes to

equalize access to college preparatory courses and materials by providing students and schools with curricula that would not be available otherwise. These advanced students will be highly encouraged to become peer tutors, as well as facilitate seminars on topics to help other students succeed.

### **Plan for English Learners**

The first step in the process will be to identify EL students. Students who may require EL assistance will then be given the CELDT test by the school's designee to determine EL status and level of proficiency. Students identified as English learners will receive instruction by CLAD certified teacher/advisors in all classes. The student's Individualized Learning Plan will outline the specific strategies developed to help the student to become proficient in English and support them while learning the course curriculum. Bilingual tutors will be provided when ten or more students of the same language in a grade level require EL assistance.

EL students, as with all students, will be assessed a minimum of every six weeks in the areas of math, reading and writing. Along with this, each EL student will take the CEDLT test yearly as well as the California Standards Tests. This data will be used by the Advisor/Teacher to revise the student's Individualized Learning Plan to ensure English language acquisition. Students who receive a score of 4 or 5 on the CELDT test in every area, as well as a Basic or above on the Language Arts CST test will be candidates for re-designation to FEP. In this case the school will call a meeting of the Advisor/Teacher, the student and parents to discuss the re-designation and complete the appropriate form. Student and parents are required to sign the re-designation form to complete the process.

### **Plan for Special Education: Description of How the Program Will Address the Needs of Special Needs Populations**

ISPY will work with the granting district's contracted special education service providers to serve the unique needs of individuals with disabilities. It is the School's educational intent that each student will have the opportunity to succeed academically at his or her level and have the opportunity to demonstrate successful, personal, vocational, and social interaction during his or her time at ISPY. Additionally, one of ISPY's core content teachers will also be certified in Special Education.

### **Sample School Schedule**

Since students are mostly studying in personalized learning environments, alone or with their advisory, through standards based, individually designed curricula (small group instruction, apprenticeships, community-based educational programs, group seminars, distance learning, individualized tutorials, computer assisted instruction, cooperative school programs and classes, on-the-job training, and independent study), the daily schedule will vary from student to student. Below is a sample seventh grader's schedule. Note that each activity is accompanied by check-ins with their teachers and online submissions of: logs, reflections, journals, papers, peer edits, etc.

	Monday	Tuesday	Wednesday	Thursday	Friday
8am	Volunteer at local dual language elementary school	Art class at local community college	Volunteer at local dual language elementary school	Art class at local community college	All school virtual meeting
10am	Weekly math lesson and meeting	Weekly Language Arts lesson and meeting	Weekly Social Studies lesson and meeting	Weekly Science lesson and meeting	In-person advisory meeting
12noon	Independent Study work time, core content areas	Independent Study work time, core content areas	Independent Study work time, core content areas	Independent Study work time, core content areas	Group project work
2pm	Meeting with Mentor	Professional Internship or work experience	Professional Internship or work experience	Professional Internship or work experience	Professional Internship or work experience
4pm	Swimming	Music	Swimming	Music	Surfing

### **A Typical Day at Innovatory School for Professional Youth**

An ISPY student will start her day checking in on the school website for daily announcements. She will send an email to her advisor outlining her plan for the day or week. She will attend her scheduled online core subject workshop sessions and complete her daily assignments (these include assignments from her advisor, her content teachers, and her college instructors). She will attend her internship. She will participate in her enrichment course (fitness, art, music, etc).

### **Course Design:**

All students at ISPY develop an **Individualized Learning Plan (ILP)**. This plan outlines an individualized curriculum based on students' needs, passions, interests, goals, and current skill level. As a result, students who are encountering difficulties in meeting expectations are provided additional assistance and students who are surpassing expectations are sufficiently challenged. Every aspect of the ILP is created via collaboration between the student, advisor, content specialists, parents, and mentor. The ILP will include details about the student's LTI, project work, internship, content workshops to address CA State Standards, electives, and college courses. The ILP allows ISPY to meet the needs of students who have been identified as "gifted" as well as students with Independent Education Plans (I.E.P.'s)

An **Exhibition** occurs at the end of each quarter (4 annually). Exhibitions provide a forum in which students demonstrate their learning by presenting their projects and other Individualized Learning Plan work before a panel of adults and peers. High quality project work combines all of the Learning Goals in meaningful and in-depth ways. Exhibitions also provide a forum for students to be reflective about their learning process, identifying both strengths and weakness, and constructing a plan to continue to grow in these areas.

Student work is structured around the five Big Picture Learning Goals, which are linked to State Core Content Standards and calibrated to address The Gates Foundation's Millenium Scholars initiative. These are the five Learning Goals, with elaboration in the form of essential questions:

#### 1. How do I prove it? - Empirical Reasoning

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

- What idea do I want to test?
- What has other research shown?

- What is my hypothesis? How can I test it?
- What information (data) do I need to collect?
- How will I collect the information?
- What will I use as a control in my research?
- How good is my information?
- What are the results of my research?
- What error do I have?
- What conclusions can I draw from my research?
- How will I present my results?

## 2. How do I measure, compare or represent it? - Quantitative Reasoning

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

- How can I use numbers to evaluate my hypothesis?
- What numerical information can I collect about this?
- Can I estimate this quantity?
- How can I represent this information as a formula or diagram?
- How can I interpret this formula or graph?
- How can I measure its shape or structure?
- What trends do I see? How does this change over time?
- What predictions can I make?
- Can I show a correlation?

## 3. How do I take in and express ideas? - Communication

This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

- How can I write about it?
- What is the main idea I want to get across (thesis)?
- Who is my audience?
- What can I read about it?
- Who can I listen to about it?
- How can I speak about it?
- How can technology help me to express it?
- How can I express it creatively?
- How can I express it in another language?

## 4. What are other people's perspectives on this? - Social Reasoning

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- How do diverse communities view this?

- How does this issue affect different communities?
- Who cares about this? To whom is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

#### 5. What do I bring to this process? - Personal Qualities

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I strengthen my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?
- How can I be more self-aware?
- How can I take on more of a leadership role?
- How can I work cooperatively with others?
- How can I enhance my community through this?

## ISPY GRADUATION REQUIREMENTS

### Middle School Graduation Requirements

Subject	Credits
Social Science	30 Semester credits
Science	30 Semester credits
Mathematics	30 Semester credits
Language Arts	30 Semester credits
Foreign Language	30 Semester credits
Physical Education	30 Semester credits
Elective	30 Semester credits

### High School Graduation Requirements

Subject Requirement	ISPY Graduation Requirement	UC and CSU Admission Requirement
History/ Social Science (Core) UC/ CSU Requirement A	30 Semester credits 10 credits World History 10 credits US History 5 credits US Government 5 credits Economics	20 Semester Credits (equivalent to two year-long courses or four semesters) of history / social science courses are required. Coursework must include:  World History, Cultures, and Geography -  U.S. History / American Government (Civics)
English (Core) UC/ CSU Requirement B	40 Semester Credits 10 credits Introduction to Literature 10 credits English 10 10 credits American Literature 10 credits English 12	40 Semester Credits (equivalent to four year-long courses or eight semesters) of college preparatory composition and literature are required. Both reading and writing components must be included in the course work
Mathematics (Core) UC/ CSU Requirement C	30 Semester Credits Algebra 1, Geometry, Algebra 2, Math Analysis, Calculus	30 Semester Credits (equivalent to three one-year courses) of college preparatory mathematics are required. Four units are strongly recommended.

		<p>Algebra.</p> <p>Geometry. Courses must include topics in two- and three-dimensional geometry.</p> <p>Advanced Algebra.</p>
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Subject Requirement	ISPY Graduation Requirement	UC and CSU Admission Requirement
<p>Science (Core) UC/ CSU Requirement D</p>	<p>20 Semester Credits 10 credits Biology 10 credits Chemistry or Physics Some of the Science classes may be completed at the community college.</p>	<p>20 Semester Credits (equivalent to two one-year courses) of laboratory science are required. The two units must provide fundamental knowledge in at least two of these three core disciplines: biology, chemistry, and physics. Three units are strongly recommended.</p>
<p>Language other than English (Core) UC/ CSU Requirement E</p>	<p>20 Semester Credits Foreign Language 1, 2 Spanish/ French/ Sign Language/ Japanese/etc.</p>	<p>20 Semester Credits (equivalent to two one-year courses) of coursework in a single language. Three courses is recommended.</p>
<p>Performing/ Fine Art UC/CSU Requirement F</p>	<p>10 Semester credits Film Drama Photography Music Visual Art</p>	<p>10 Semester Credits (equivalent of two semester courses in the same medium) required. Course(s) can be taken in 9-12 grades.</p>
<p>College Prep Elective (Core) UC/ CSU Requirement G</p>	<p>10 Semester Credits (Any course exceeding the minimum UC Requirement.)</p>	<p>10 Semester Credits (equivalent of two semester courses) required. Course(s) can be taken in 9-12 grades but must fall within the following subject areas: visual and performing arts, history, social science, English, advanced mathematics,</p>

		laboratory science, and languages other than English
Electives	40 Semester Credits Any other courses above the minimum A-G Courses.	Not Required for UC or CSU admission.
Advisory	20 Credits for grades 9-12	Not Required for UC or CSU admission.
Learning Through Internship	8 -10 hours weekly (72 hours minimum each semester – 144 hours per year)	Not Required for UC or CSU admission.
Family Volunteer Hours	140 hours	Not Required for UC or CSU admission.
Apply to at least 3 universities (5 Recommended)	Must be a four- year university.	Not Required for UC or CSU admission.
Autobiographical Writing, Theatrical Production, or Event	75-100 Pages written prose; or completed short film, or produced theatrical work, or significant educational/political/activism event coordination.	Not Required for UC or CSU admission.

## YEARLY COURSE SEQUENCE

Following is a sample year-by-year curriculum.

### Scope and Sequence

Big Picture Learning Goals	6 <sup>th</sup> through 8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Overview/ Objectives</b>	<p>Students explore interests and passions through Independent Projects and real world investigation of people and sites that share their interest/passion.</p> <ol style="list-style-type: none"> <li>Students will be able to identify their interests and passions.</li> <li>Students will be able to investigate their interests through real world investigations including, but not limited to interviews and service learning.</li> <li>Students will be able to communicate their understanding and experiences through reflective and expository writing.</li> <li>Students will read and write about culturally</li> </ol>	<p>Students explore personal interests/ passions through a series of Self Exploration Projects and service learning.</p> <ol style="list-style-type: none"> <li>Students will be able to identify their interests and passions.</li> <li>Students will be able to investigate their interests through real world investigations including, but not limited to interviews and service learning.</li> <li>Students will be able to communicate their understanding and experiences through reflective and expository writing.</li> <li>Students will read and write about culturally relevant literature.</li> </ol>	<p>Students explore interests and passions through Independent Projects and real world investigation of people and sites that share their interest/passion.</p> <ol style="list-style-type: none"> <li>Students will pursue interests and passions within the “real world”.</li> <li>Students will explore their interest/s through real world investigations and internships.</li> <li>Students will be able to communicate their understanding and experiences through reflective and expository writing with greater depth and vigor.</li> <li>Students will read and</li> </ol>	<p>Students will focus their interests and passions through Independent and Internship Projects that impact the community or internship site.</p> <ol style="list-style-type: none"> <li>Students will pursue interests and passions within the “real world”.</li> <li>Students will explore and develop their passion/s through real world investigations and internships.</li> <li>Students will be able to communicate their understanding and experiences through reflective and expository writing, and multimedia presentations.</li> <li>Students will begin to play a leadership role within the school and Greater Los Angeles</li> </ol>	<p>Students will produce a substantial product that makes an impact on the community = Senior Thesis Project.</p> <ol style="list-style-type: none"> <li>Students will demonstrate leadership within the school and Greater Los Angeles community.</li> <li>Students will be able to teach others about their understanding and experiences through reflective and expository writing, and multimedia presentations.</li> <li>Students will read and write critically about author’s literary style.</li> <li>Students will be able to apply and analyze knowledge from core content coursework into their project work with a</li> </ol>

	<ul style="list-style-type: none"> <li>5. relevant literature. Students will be able to understand how to incorporate knowledge from core content coursework into their project work.</li> <li>6. Students will create at least one authentic product.</li> </ul>	<ul style="list-style-type: none"> <li>11. Students will be able to understand how to incorporate knowledge from core content coursework into their project work.</li> <li>12. Students will create at least one authentic product.</li> </ul>	<ul style="list-style-type: none"> <li>5. write about culturally relevant literature. Students will develop understanding of leadership skills within the school community.</li> <li>6. Students will be able to apply knowledge from core content coursework into their project work.</li> <li>7. Students will create at least two authentic products.</li> </ul>	<ul style="list-style-type: none"> <li>5. community. Students will read and write critically about literature through the lens of history.</li> <li>6. Students will be able to apply and analyze knowledge from core content coursework into their project work.</li> <li>7. Students will create two or more authentic products.</li> </ul>	<ul style="list-style-type: none"> <li>5. unique perspective. Students will create an authentic large-scale sustainable project that impacts the community.</li> </ul>
<b>Empirical Reasoning</b>	<ul style="list-style-type: none"> <li>• Earth Science, Life Science, Physical Science</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Science</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Biology</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Physics and/or Chemistry</b></li> </ul>	<ul style="list-style-type: none"> <li>• Physics and/or Chemistry (<i>optional 3<sup>rd</sup> year of Lab Science</i>)</li> </ul>
<b>Quantitative Reasoning</b>	<ul style="list-style-type: none"> <li>• Pre-Algebra/ Algebra 1/ Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Algebra/ Algebra 1/ Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra 1/ Geometry/ Algebra 2/MathAnalysis</li> </ul>	<ul style="list-style-type: none"> <li>• Geometry/ Algebra 2/Math Analysis/Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra 2/ Math Analysis/ Calculus</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• <b>English 6/7/8</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>English 9</b></li> <li>• Reading Enrichment (<i>Students below grade level including, but not limited to EL students/ SPED student</i>)</li> <li>• <i>Foreign Language</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>English 10</b></li> <li>• Reading Enrichment (<i>Students below grade level including, but not limited to EL students/ SPED students</i>)</li> <li>• <b>Foreign Language</b></li> <li>• <b>Fine or Performing Arts</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>English 11 – American Literature</b></li> <li>• <b>Foreign Language – year 2</b> (Spanish, French, Sign Language)</li> <li>• <b>Fine or Performing Arts – year 2</b> (Art Studio, Drama, Film, Music)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English 12 – British/World Literature</b></li> <li>• Foreign Language – year 3 <i>optional</i> (Spanish, French, Sign Language)</li> <li>• Fine or Performing Arts – year 3 <i>optional</i> (Art Studio, Drama, Film, Music)</li> </ul>
<b>Social Reasoning</b>	<ul style="list-style-type: none"> <li>• CA social studies standards gr 6/7/8</li> </ul>	<ul style="list-style-type: none"> <li>• California History (elective)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>World History and Civilizations</b></li> <li>• Comparative Religion (elective)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>United States History</b></li> <li>• Psychology (elective)</li> <li>• Sociology (elective)</li> <li>• Anthropology (elective)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>American Government</b> (semester)</li> <li>• <b>Economics</b> (semester)</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Learning Through Volunteer/Service Learning</li> <li>• Advisory 6/7/8</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Through Volunteer/Service Learning</li> <li>• Advisory 9</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Through Internship/ Real World Investigation</li> <li>• Study Skills/ CAHSEE Prep</li> <li>• Advisory 10</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Through Internship/Real World Investigation</li> <li>• Advisory 11</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Through Internship/ Senior Thesis Project</li> <li>• Advisory 12</li> </ul>
Authentic Assessment	<ul style="list-style-type: none"> <li>• <b>Weekly Formative Assessment</b> aligned with Individual Learning Plans, Learning Goals, and State Standards</li> <li>• <b>Quarterly Assessment</b> through Narrative format with in progress letter grades</li> <li>• <b>Semester Summative Assessment</b> through Narrative format with letter grades and credits earned toward graduation</li> <li>• <b>Portfolio Review – quarterly</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Formative Assessment</b> aligned with Individual Learning Plans, Learning Goals, and State Standards</li> <li>• <b>Quarterly Assessment</b> through Narrative format with in progress letter grades</li> <li>• <b>Semester Summative Assessment</b> through Narrative format with letter grades and credits earned toward graduation</li> <li>• <b>9<sup>th</sup> grade Portfolio Review – quarterly</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Formative Assessment</b> aligned with Individual Learning Plans, Learning Goals, and State Standards</li> <li>• <b>Quarterly Assessment</b> through Narrative format with in progress letter grades</li> <li>• <b>Semester Summative Assessment</b> through Narrative format with letter grades and credits earned toward graduation</li> <li>• <b>Gateway Portfolio Review</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Formative Assessment</b> aligned with Individual Learning Plans, Learning Goals, and State Standards</li> <li>• <b>Quarterly Assessment</b> through Narrative format with in progress letter grades</li> <li>• <b>Semester Summative Assessment</b> through Narrative format with letter grades and credits earned toward graduation</li> <li>• <b>11<sup>th</sup> grade Portfolio</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Formative Assessment</b> aligned with Individual Learning Plans, Learning Goals, and State Standards</li> <li>• <b>Quarterly Assessment</b> through Narrative format with in progress letter grades</li> <li>• <b>Semester Summative Assessment</b> through Narrative format with letter grades and credits earned toward graduation</li> <li>• <b>Senior Portfolio</b></li> </ul>

## Professional Development

Professional development for staff and faculty is a critical component of BPL’s school model and program. Scheduled into the weekly routine at ISPY, professional development opportunities allow staff to confer and learn about assessment and data, project-based learning, and pedagogical strategies.

Professional development activities for teachers at ISPY will be based on the recommended practices of Big Picture Learning, which includes the following:

- Peer Observation: Periodic observations of a colleague to observe and debrief on best practices in the virtual classroom or during workshops.
- Ten full days of professional development for school staff to plan for the year, reflect on best practices and analyze data.
- Mid-year retreat: A one to two–day retreat for school staff to evaluate progress, reflect, and adjust the school’s plan for the final semester.
- Weekly staff development
- Network-wide staff development: Teachers and Administrators meet to share best practices via national and regional meetings and follow up with video-conference events organized around school-wide issues and content-area instruction via project work.
- New teacher orientation: one-week professional development is held for all new BPL advisors each summer before the next school cycle begins.
- Weekly meetings with a Peer Coach and/or an Administrator.

A comprehensive professional development program is in place for BPL administrators, which includes:

- Biannual School Directors’ Meetings each summer and during the school year.
- Coaching: Regional Coaches provide individualized coaching sessions for each school site administrator several times a year. These coaching sessions are focused on school culture, supervision of instruction, coaching of advisors and classified staff, generation and interpretation of data, and strategies for enhancing community involvement.
- “Big Bang”: Entire Big Picture community convenes once a year to share best practices and set annual goals for improvement.
- Individual phone and in-person sessions with Elliot Washor and Dennis Littky, the creators of the Big Picture Learning Model.

### **School Calendar and School Time**

The School Directors and Local Operating Board create a daily schedule that meets the needs of ISPY students. ISPY will have at least 183 student days and an additional 10 professional development days for faculty and staff. ISPY will adhere LAUSD’s instructional calendar.

### **Sports, Clubs and Community Service Activities**

ISPY believes that co-curricular sports, clubs, and community service activities are central to an effective education. Depending on student interest and sufficient fundraising, we aim to make multiple athletic programs available for our students. ISPY will offer a wide variety of club activities outside of the academic program. These activities will arise from student interest and input.

### **Community Service Activities**

Everything ISPY students do, as is the case with their peers at the other 70 BPL in the United States, is calibrated to serve their families, their community and their own future trajectory. Our Learning Goals mandate a community consciousness around all academic and personal qualities work. Senior Projects, required for graduation from ISPY, are centered on providing solutions to community problems, conflicts or questions. ISPY students will work to promote positive world change so that their education is both authentic and meaningful.

### **WASC Accreditation**

The School Director will contact the Western Association of Schools and Colleges immediately upon opening in the fall to schedule a visit to secure interim accreditation for the school's academic program.

### **Special Education Program**

*All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.*

*Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, ISPY will either execute a Memorandum of Understanding ("MOU") by and between LAUSD and ISPY regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD's Modified Consent Decree ("MCD") requirements (see MOU execution requirements below). Charter schools who are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (Education Code § 56195.3 [b]).*

*District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a MOU by and between the LAUSD and the charter school (if considered a Local Educational Agency ("LEA")) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving*

*SELPA is accountable for oversight, monitoring, and implementing the Chanda Smith MCD requirements. A material amendment to the petition and Board approval will be*

*required unless the issue is addressed at the time of charter petition renewal.*

### **SELPA Reorganization**

*The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1 (a) and intends to continue operating as a single- District SELPA as in the current structure but will now create two school sections (District- operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools will apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.*

*District-operated schools will continue to receive the supports and services that they currently receive from the Division of Special Education. Charter schools not meeting the criteria for admission to the Charter-operated Program section of the SELPA will remain under the District- operated Program section of the SELPA and will have two options for membership. These schools may act as a District-operated school for the purposes of special education or may chose to provide their own programs and services and be reimbursed for these services for these services based on a percentage of their general education fund contribution.*

*The reorganization of the SELPA will retain a central Administrative Unit to include Due Process, Fiscal/Program Accountability, Compliance and Nonpublic Schools and Agencies. The reorganization would not create a new administrative branch of the Division of Special Education but would utilize existing resources. An Advisory Board consisting of five members appointed by the Board of Education (three recommended by the District-operated Programs; and two recommended by the Charter-operated Programs) provides charter-operated schools with a voice in the governance of special education in LAUSD. This Advisory Board will provide input, guidance and support to the SELPA Administrator in the Administrative Unit in coordinating programs and services across both District and charter schools. The Advisory Board will also inform the Superintendent and Board of Education regarding special education issues. The Advisory Board will operate by a set of by-laws approved by the Board of Education.*

### **\*Modified Consent Decree Requirements**

*All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measureable outcomes and*

*facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of re- lated services provided to students during the course of their education.*

*As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:*

- *The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.*
- *Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.*
- *CBEDS, which is due at the end of October of Each School Year.*
- *All Students Enrolled December 1 of Each School Year, due at the end of December every school year.*
- *Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year. □ The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District's current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed. □*

## **ELEMENT 2: MEASURABLE STUDENT OUTCOMES**

### **CA Education Code 47605 (b) (5) (B)**

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

ISPY expects to outperform other Los Angeles independent study schools in terms of providing invaluable personal and professional skills and academic standards knowledge. All students will be held accountable to the California State standards and supported to reach the ISPY objectives for performance.

### **Goals**

The achievement of ISPY will be measured and compared to the achievement of similar schools (listed on attached matrix).

ISPY's Target Academic Performance Index Score is 800. We aim to achieve this mark within 5 years. We will identify progress towards this goal by considering median API growth of similar schools and ensuring our growth is greater. We will know we are close to our goal when our percentage of students scoring Below Basic & Far Below Basic on the CST is greater than the median decrease for the comparison schools and that the number of ISPY students that score Proficient and Advanced increases.

ISPY’s CAHSEE target goal is for 100% of our students to pass both English and Math exams annually. We also have a goal of 100% graduation rate.

### **Assessment**

College preparatory, rigorous assessments that are aligned to State content standards are provided to all ISPY students quarterly, resulting in a Letter Grade and narrative explanation for each subject area. The school uses a variety of formative and summative assessments from traditional exams to narrative assessments of cumulative portfolio exhibition.

ISPY will use **Quarterly Benchmark Assessments** to assess student progress in core areas, of English, Math, Science, and History. This process will provide ISPY with the ability to track individual student progress.

The School Director of ISPY will be ultimately accountable for the success of the school and student performance. As required under No Child Left Behind (“NCLB”), ISPY will work with its staff to ensure that all students have full access to the curriculum and that each student is making meaningful progress towards meeting all of the standards. ISPY

and BPSC will utilize CST, CEDLT and other internal assessments to ensure that all students meet State standards and the school as a whole meets API growth targets.

**Diagnostic Assessment:** The school staff will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. ISPY will systematically assess student growth in the following areas: English/Language Arts, Reading, Mathematics, Science, Social Studies, Learning Habits and Responsibilities, and Wellness.

Much data will be collected at the public exhibitions, starting at the sixth grade level, at the end of each quarter. These presentations will typically provide information about student performance in reading, writing, listening, speaking and learning habits and responsibilities (planning and execution of projects of personal interest, internalization of standards of performance, etc).

This information along with the following measures will provide a complete picture of student achievement: Scantron's Performance Series, state testing results, the physical education scores, writing portfolios, Learning Team meetings, teacher/advisor observation of daily work, student interviews, teacher/advisor evaluations, and narrative evaluations. This comprehensive information will allow for data-driven decision making in areas of curriculum, instructional strategies, and individual support for students.

**Authentic assessment:** Each student must create a portfolio of work; present quarterly exhibitions; receive in-depth written narrative assessments twice a year from advisors; and pass a gateway exhibition at the end of the second year and graduation requirements at the culmination of the final year. Students are prepared to perform at the proficient or advanced levels on the California Standards Tests and pass the CAHSEE exam.

Assessments include not only traditional ones like quizzes and exams, but also public exhibitions (one per quarter or trimester which tracks student growth and progress, quality of work, and academic depth in the learning goals), weekly check-in meetings with advisors, weekly journals, yearly presentation portfolios, and transcripts (which translate the Big Picture Learning design in a way that colleges can understand). Gateways for student progress are between 10th and 11th grade and at graduation. The Gateways serve as signposts for students to demonstrate they have completed necessary work and have achieved the goals set in their learning plan

## **ELEMENT 3: MEANS TO ASSESS PUPIL PROGRESS**

**“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)**

### **Testing**

*The innovatory School for Professional Youth agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the ISPY does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.*

BPSC schools have a firm belief in accountability and, as such, implement rigorous assessment and goal-setting programs to measure students’ proficiency levels and ensure that each student is making progress toward becoming an informed, ethical and civic-minded adult. Students are assessed regularly from the time they enter the school through graduation, and staff monitors their progress closely. ISPY students will participate in:

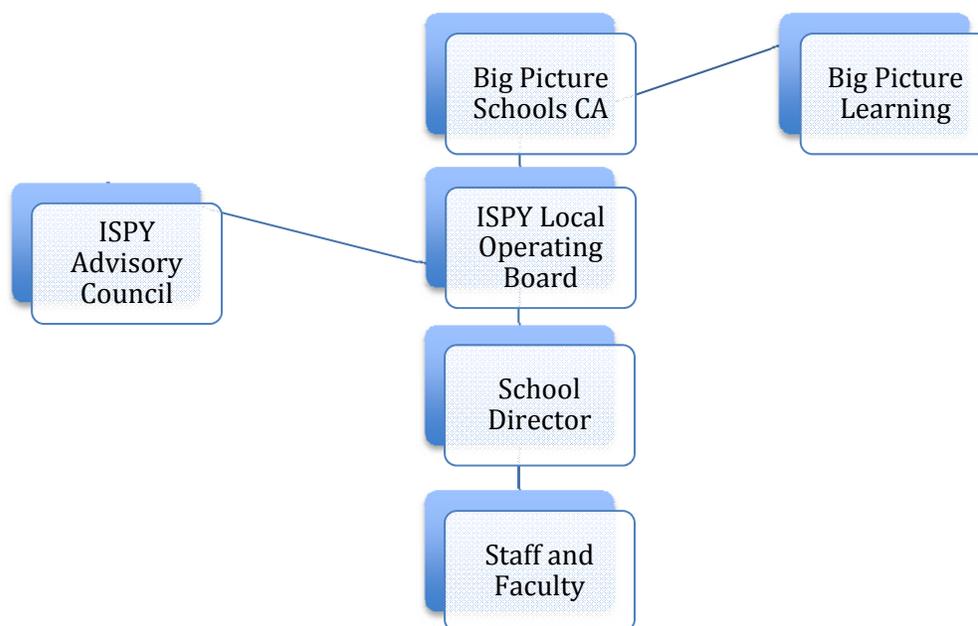
- Placement exams
- State-Required Standardized Tests:
- Portfolio Based Assessments
- Quarterly Exhibitions
- CST-Aligned Benchmark Assessments
- Traditional Classroom Assessments

### **Data**

ISPY will use a data and information management system to track students’ progress on assessments. Teachers critically analyze student data, identify strengths and weaknesses and develop Personalized Learning Plans alongside students, parents, and mentors.

ISPY will report student progress to: (1) students and parents, (2) the District, (3) the broader public, (4) teachers (5) ISPY Local Operating Board members (6) ISPY Advisory Council and (6) BPSC Board members. Options for reporting data include grades and report cards, portfolios, narratives, student-involved conferences, annual reports, informational brochures, the school website, and annual stakeholder meetings.

## ELEMENT 4: GOVERNANCE STRUCTURE



Innovatory School for Professional Youth (ISPY) will be governed by the BPSCA Board of Directors. Local Governance is delegated to the Innovatory School for Professional Youth Local Board (see Section 10 for Local Board Bylaws). Daily management is delegated to the School's Executive Director and Principal, with oversight and support by the BPSCA President/CEO. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization, which shall be consistent with the charter, the Charter Schools Act and all other applicable laws.

As part of its governance of ISPY, the BPSCA Board of Directors will control all aspects of the School and will delegate appropriate responsibilities to the Local Board and officers as it determines. The Board of Directors will, among other things, endeavor to ensure the School adheres to the Big Picture Learning concepts and philosophy and complies with generally accepted managerial, operational and fiscal policies and practices. BPSCA Board of Directors determines the hiring and firing of the School's Executive Director and Principal and regularly reviews the School's performance data, among other things. The BPSCA Board of Directors will hold a minimum of one meeting annually at the School site. Meetings of the BPSCA Board of Directors regarding the Innovatory School for Professional Youth will include representation from the School administration, where appropriate. BPSCA members reside throughout the state of California. Board Members receive no compensation from ISPY or directly from BPSCA. All Board of Directors vacancies are filled with the approval of the Board as outlined in the BPSCA Board of Director By-laws.

The Board of Directors has approved a comprehensive set of “policies” including: Conflict of Interest, Document Retention/Destruction, Whistle-blower, Compensation review, expense reimbursement, joint venture, gift receiving, private inurements, fiscal, student free speech/expression, anti-bullying, student wellness, as well as student/parent and employee handbooks.

The BPSCA Board is happy to announce two new members, replacing two members whose terms expired, beginning November 2011, who we feel will significantly enhance its capacities in supporting BPSCA schools, and most specifically Innovatory School for Professional Youth.

- Joey Campbell, Washington Unified Asst. Superintendent
- Kari Thierer, National Director of School & Network Support, Big Picture Learning

The founding Directors are (with annual, renewable terms through June 30, 2012) :

- Elliot Washor - Co-Founder Big Picture Company, Inc. (Teaching and Learning)
- Peter Schoenfeld, President – Charter School Developer (Structural and Strategic)
- Keith Reams - Western Region Lead Economist and a principal for Deloitte Tax LLP (Finance)

### **Innovatory School for Professional Youth, ISPY Local Board**

The Local Board (see Section 10 for Local Board Bylaws) shall be the local governing board of the BPSCA school, and shall exercise delegated local authority over the school including oversight and direction within the context of the policies and budgets approved by the BPSCA Board of Directors, recognizing that the ultimate legal responsibility to make all final (and legal) decisions rests with the Board of Directors of Big Picture Schools California, Inc. In all cases where possible and appropriate, the Local Board shall consider and approve or make recommendations to the BPSCA Board regarding adoption of policies to govern the school. The BPSCA Board of Directors delegates to the BPSCA corporate President/CEO the authority and responsibility to work with school leadership and the Local Board in all school matters to achieve the goals of the charter petition/MOU within BPSCA policy and applicable local, state and federal laws.

With regard to fiscal governance and stewardship in the increasingly difficult and complex fiscal environment Innovatory School for Professional Youth is faced with, the BPSCA President/CEO is actively involved in supporting local school leadership and has contracted with ExED, a premier non-profit provider of business management services for charter schools, to support the school in its fiscal reporting, budgeting and forecasting activities. It is anticipated that beginning in 2012, ExED will additionally provide bookkeeping, payables management and cash management services.

The BPSCA Board engages Borchardt, Corona & Faeth, a local Fresno audit firm, to

conduct its school and corporate audits.

The Local Board will consist of at least five members and not more than nine members who have pledged their support to the Big Picture Learning educational philosophy and its implementation. Members of the Local Advisory Board will be part of the Los Angeles community, including at least one school parent, and will contribute expertise and advice to the School administration to make Innovatory School for Professional Youth a successful educational entity. The Local Board represents the eyes and ears of the community and is therefore essential to the success of the School. This Local Board will help the School administration with major tasks such as mentor recruitment and development, student recruitment, access to concurrent college courses, fund raising, student scholarships, advertising, and problem solving. The Local Advisory Board will meet a minimum of six times per year with the goal of monthly meetings while school is in session. The Local Board may develop ad hoc sub-committees to help complete its work. The School administration will attend all Local Advisory Board meetings.

Current Local Board members are:

- **ISPY Local Operating Board Member Casey Poldino**
- **ISPY Local Operating Board Member John Dirschel**
- **ISPY Local Operating Board Member Dana Lazzareschi**

### **Method of Conducting Meetings**

All meetings of the Board of Directors and our Local Advisory Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq. Robert’s Rules of Order will be adhered to in all meetings. Meeting will be held at the School with some members of the Board of Directors participating via a conference call or video conferencing if not able to physically attend the meeting (Brown Act notice and telephonic meeting requirements are fully followed). Board members receive periodic “refresher” information and training on the provisions of the Brown act.

### **Parental Involvement**

Parental involvement is the cornerstone of Innovatory School for Professional Youth. Opportunities for parent involvement are as follows:

- Personalized Learning Plan – Parents, students and teacher/advisors meet at least four times a year to plan and assess the students’ learning progress and determine goals.
- Exhibition panels – at all levels parents are required to sit on panels to judge student work.
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weakness they identify within the program at the School.
- Student-lead conferences – students will lead conferences on their work during the year to keep parents informed.

- Volunteer opportunities at the School – various opportunities will arise for parents to volunteer at the School. For example, parents can help in the classroom, lead creative activities programs, assist in event planning, attend field trips, assist in the lunch program, and serve on parent committees.
- Fundraising – Parents and community members may work with the School to raise additional resources to support students and School programs.
- Advocacy – parents and community members communicate the School design and outcomes to the public, educators, policy makers and advocate for necessary policies and resources.
- Parent representation on the Local Board – One parent, elected by parents, will be a member of the Local Advisory Board.

In addition, each parent will be encouraged to attend at least one Local Board meeting per year.

### **Grievance Procedure for Parents and Students**

*ISPY will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with ISPY alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ISPY will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.*

*ISPY will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.*

*ISPY will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.*

### **LAUSD Charter Policy**

*The Innovatory School for Professional Youth will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.*

### **Responding to Inquiries**

*ISPY shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District*

*regarding any inquiries. ISPY acknowledges that it is subject to audit by LAUSD including, with- out limitation, audit by the District Office of the Inspector General.*

*If an allegation of waste, fraud or abuse related to the ISPY is received by the District, the ISPY shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.*

**Notifications**

*Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal examination.*

## **ELEMENT 5**

### **EMPLOYEE QUALIFICATIONS**

#### **CA Education Code 47605 (b) (5) (E)**

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

*ISPY believes that all persons are entitled to equal employment opportunity. ISPY shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.*

ISPY will ensure that all teachers hold a valid and current California Teaching Credential. ISPY will maintain current copies of all teacher credentials, which will be readily available for inspection. ISPY will comply with NCLB requirements for teachers and paraprofessionals.

#### **Job Descriptions and Qualifications**

##### **School Director:**

- Accountable for students' overall academic performance
- Manage school revenues and expenses
- Responsible, in collaboration with ISPY Local Operating Board and Advisory Council, for creating and implementing all school policies
- Available to meet with parents, students and staff
- Participate in BPL and BPSC international, national, state-wide, and individual professional development.
- Promote ISPY and BPSCA
- Substantial teaching experience
- Experience working in a virtual setting
- Experience working with professional youth.
- Prior administrative experience is highly desirable
- Demonstrated leadership capabilities
- Experience managing budgets, creating and implementing policies.
- Excellent interpersonal communication and writing skills.
- Experience working in an entrepreneurial environment
- Relevant degree and credentials

##### **Assistant School Director:**

- Regularly meets with parents, mentors, students and staff to discuss student progress
- Participate in BPL, BPSC, ISPY, and individual professional development.
- Communicate with District and State authorities, submit required documentation, etc.
- Establish relationships with possible mentors and institutes of higher education

- Extensive teaching experience
- Experience working with professional youth
- Experience working in a virtual school setting
- Demonstrated leadership capabilities.
- Excellent interpersonal communication and writing skills.
- Relevant degree and credentials

### **Advisor/Teacher:**

- Effectively instruct students in assigned content area(s) as prescribed BPL’s academic content standards through lecturing, modeling, and guiding students to personalize and deepen their learning
- Present content specific workshop sessions in a virtual setting
- Monitor an advisory group of students to ensure their progress towards predetermined goals
- Work effectively alongside parents and mentors to assist and supervise students in planning and creating their project work
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently evaluate pupil progress, record results, and issue meaningful reports to inform stakeholders.
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops.
- Bachelor’s Degree plus successful completion of the CBEST and CSET examinations
- Solid knowledge of subject matter including CA State Standards
- Excellent verbal and written communication skills are essential
- CA Single or Multiple Subject Credential
- Willingness to learn and implement Big Picture methodology
- Advisors/Teachers will be paid according to LAUSD guidelines for Charter Schools.
- Regular faculty/staff evaluations will be conducted

### **Recruiting Advisors/Teachers:**

- ISPY will work closely with Big Picture Learning to locate talented, properly credentialed and dedicated professionals committed to alternative education.
- ISPY, working with Big Picture California, will approach top education schools across the country to recruit faculty. ISPY will be in touch with the heads of Curriculum and Teaching Departments at schools like Columbia University’s Teacher’s College and Fordham’s School of Education, so that they send us their best and brightest. ISPY’s model places additional demands for collaboration and a broader base of content knowledge and, as such, recruitment efforts will be ongoing even before a vacancy arises.
- ISPY is interested in teachers who, while experts in the field of education, have also been successful in the real world—artists, attorneys, business owners, world travelers, etc.

### **Monitoring Credentials**

- ISPY will ensure that all teachers possess proper credentials

### **Counselor**

- Regularly meet with parents, mentors, students and staff to discuss student progress
- Inform and guide ISPY students and parents on all aspects of the college selection, application and financial aid process.
- Participate in BPSCA, BPL, ISPY, and individual professional development
- Participate in events aimed at promoting ISPY, BPSCA, BPL and their schools.
- Experience working in a virtual school
- Experience working with professional youth
- Demonstrated leadership capabilities
- Relevant degrees and credentials
- Experience with individual and group counseling

### **Office Manager**

- Participate in BPSC, BPL, ISPY, and individual professional development programs
- Answer telephone and general email: provide information, take and relay messages
- Maintain and monitor school website and social networking feeds
- Participate in events aimed at promoting or developing BPSC, BPL and ISPY.
- Administrative support experience and/or relevant schooling

## **ELEMENT 6: HEALTH AND SAFETY OF PUPILS**

CA Education Code 47605 (b) (5) (F)

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

ISPY's students work from home or at other community locations. As such, ISPY does not have a school facility. ISPY will maintain administrative offices for meeting purposes and record keeping. The facility will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

A comprehensive school safety plan will be developed and kept on file for review. ISPY school staff will be trained annually on all safety procedures.

In order to provide safety for all students and staff, ISPY will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation.

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

### **Procedures for Background Checks**

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

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

ISPY will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. ISPY staff must report to the proper authorities if they suspect the following is occurring to a student:

- Sexual assault

- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only —reasonably suspect that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and/or proper authorities.

All suspected cases of child abuse will be brought to the Principal and child protective agency. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, ISPY staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and be available to the parent /guardian.

### **TB Testing**

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

### **Immunizations**

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

### **Medication in School**

ISPY will adhere to Education Code Section 49423 regarding administration of medication in school.

### **Vision, Hearing, and Scoliosis**

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

### **Diabetes**

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

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

### **Emergency Preparedness**

ISPY shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for ISPY.

**Blood borne Pathogens**

ISPY shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (—HIV) and hepatitis B virus (—HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

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

ISPY shall function as a drug, alcohol and tobacco free workplace.

**Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities). WSCS will develop policies to ensure compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by OSHA, the California Health and Safety Code, and the EPA.

### **Comprehensive Sexual Harassment Policies and Procedures**

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

### **Insurance Requirements**

*No coverage shall be provided to the ISPY by the District under any of the District's self-insured programs or commercial insurance policies. ISPY shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect ISPY from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.*

*It shall be ISPY's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.*

*The following insurance policies are required:*

*Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per □ Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and ISPY's insurance shall be primary despite any conflicting provisions in the ISPY's policy. Coverage shall be maintained with no Self- Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.*

*Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect ISPY from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.*

*Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if ISPY does not operate a student bus service. If ISPY provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.*

*Fidelity Bond coverage shall be maintained by ISPY to cover all Charter School employees who handle, process or otherwise have responsibility for school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.*

*Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.*

*Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.*

*Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.*

*Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.*

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and ISPY's insurance shall be primary despite any conflicting provisions in ISPY's policy.*

### **Evidence of Insurance**

*ISPY shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:*

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."*

*Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.*

*Should ISPY deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of*

*insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of ISPY.*

**Hold Harmless/Indemnification Provision**

*To the fullest extent permitted by law, ISPY does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. ISPY further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by ISPY, and their officers, directors, employees or volunteers. Moreover, ISPY agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.*

*ISPY will have a Health, Safety and Emergency Plan in place prior to beginning the operation. ISPY will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.*

*ISPY, its employees, and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.*

*ISPY shall require all employees and all volunteers who will be performing services that are not under the direct supervision of an ISPY employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. ISPY will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. ISPY shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.*

## **ELEMENT 7: RACIAL AND ETHNIC BALANCE**

### **CA Education Code 47605 (b) (5) (G)**

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

Every effort will be made to reach out to the students and families in LAUSD during recruitment. We will advertise in magazines, newspapers, educational journals, radio, and use social networking for marketing purposes. We will hold informational meetings during winter and spring of 2012 where we will share information about ISPY's alternative independent study program. In an effort to attain a racial and ethnic balance at ISPY, we will specifically target working youth through the professional organizations to which they belong and will specifically target at-risk youth by marketing in the Los Angeles communities (specifically in south, central, and east LA) where families are choosing to homeschool due to unsafe or underperforming schools. Recruitment documents and meetings will be presented in English and Spanish so that ISPY can attract students that are representative of the District.

### **Court-ordered Integration**

*ISPY shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. ISPY will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD's ethnic goal of 70:30 or 30:70 ratio.*

*The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.*

### **No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

*The District and ISPY are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). ISPY agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.*

*As required under NCLB, all NCLB-PSC students attending ISPY shall have the right to continue attending ISPY until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to ISPY shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.*

*ISPY will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at ISPY. ISPY will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at ISPY.*

*Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at ISPY under the NCLB-PSC program increases in subsequent years, ISPY agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.*

### **Federal Compliance**

*As a recipient of federal funds, including federal Title I, Part A funds, ISPY has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. ISPY understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. ISPY agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:*

*\*Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified*

*\*Develop jointly with, and distribute to, parents of participating children, a school-parent contract*

*\*Hold an annual Title I meeting for parents of participating Title I students*

*\*Develop jointly with, agree on with, and distribute to, parents of participating children a □ written parent involvement policy*

*\*Submit biannual Consolidated Application to California Department of Education (CDE) □ requesting federal funds*

*\*Complete and submit Local Education Agency (LEA) Plan to CDE □*

*\*Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program*

*\*Maintain inventory of equipment purchased with categorical funds, where applicable; and*

*\*Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable. ISPY also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.*

## **ELEMENT 8 Admissions Requirements**

### **CA Education Code 47605 (b) (5) (H)**

**“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)**

ISPY will admit all pupils who wish to attend the school as per Education Code section 47605 (d)(2)(a). If the number of pupils who wish to attend our school exceeds capacity, enrollment shall be determined by a random public lottery. Preference shall be given to siblings of currently enrolled students and to children of ISPY employees.

ISPY will not discriminate against any pupil on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

ISPY is committed to serving all students, including academically low-achieving, economically disadvantaged students. As with other BPSCA schools, ISPY tailors its student recruiting efforts to attract all students, especially those classified as “low-achieving” and “economically disadvantaged.”

#### **Lottery Process**

Each family showing interest will be asked to complete an application form. Should we receive more than 80 applications before the predetermined deadline, a random lottery will be held in a public venue where all applicants are invited to observe. Each applicant’s name will be assigned a number that will be put on a uniformly sized card that is placed into a container that will mix all cards. A random drawing will occur and the first 80 numbers chosen are accepted to the school. Once the student list has been set, a waiting list will be created for future vacancies. Two separate unbiased observers will supervise the lottery process. The results will be posted online and follow up phone calls will be made. Applications will be accepted until March 1, 2012 and the lottery will be held before April 1, 2012 during the evening hours so that working families may attend. ISPY will keep all lottery records (including video documentation) on file.

#### **McKinney-Vento Homeless Assistance Act**

*The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.*

## ELEMENT 9

### ANNUAL FINANCIAL AUDIT

#### CA Education Code 47605 (b) (5) (I)

**The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.**

BPSCA management shall annually oversee the selection of a reputable independent auditor with education finance experience and the completion of an annual audit of ISPY's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles, and will verify the accuracy of BPSCA's and ISPY's financial statements and accounting practices.

After the close of each school year, a copy of the independent auditor's findings will be forwarded to the District and other stakeholders. The Audit Committee, which is made up of ISPY Local Operating Board, BPSCA Board members and a representative from the ExEd Charter School Management ("ExEd") or similar provider will review any audit exceptions or deficiencies and report recommendations to ISPY and BPSCA Boards as to how these will be resolved. ISPY will act upon these recommendations.

Administrative/business operations will be performed by ISPY, with substantial support and assistance from ExEd or similar provider. ExEd provides the following services:

- 1) all budget preparation
- 2) application for revolving loan if needed
- 3) setup of fiscal control policies and procedures
- 4) setup and assistance for administration of human resources – including payroll
- 5) interface when necessary with district, county, and state in matters relating to fiscal affairs, reporting, audits, accountability
- 6) attendance accounting and reporting controls
- 7) all accounting services
- 8) setup of banking relationships
- 9) preparation for annual audit

#### **District Oversight Costs**

*The District may charge for the actual costs of supervisory oversight of ISPY not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the ISPY not to exceed 3% if the charter school is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements. □*

#### **Balance Reserves**

*ISPY will at all times maintain a funds balance (reserve) of its expenditures as required*

by section 15450, Title 5 of the California Code of Regulations. □

**Special Education Revenue Adjustment/Payment for Services** □

*In the event that ISPY owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from ISPY, the charter school authorizes the District to deduct any and all of the in lieu property taxes that ISPY otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. ISPY further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the charter school. Should this revenue stream be insufficient in any fiscal year to cover any such costs, ISPY agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.*

**Audit and Inspection of Records**

*ISPY agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:*

*\*ISPY is subject to District oversight.*

*\*The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of ISPY.*

*The District is authorized to revoke this Charter for, among other reasons, the failure of ISPY to meet generally accepted accounting principles or if it engages in fiscal mismanagement. □Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit ISPY books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:*

*\*Compliance with terms and conditions prescribed in the Charter agreement*

*\*Internal controls, both financial and operational in nature*

*\*The accuracy, recording and/or reporting of ISPY's financial information*

*\*ISPY's debt structure*

*\*Governance policies, procedures and history*

*\*The recording and reporting of attendance data*

*\*The Charter School's enrollment process*

*\*Compliance with safety plans and procedures*

*\*Compliance with applicable grant requirements. ISPY shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to ISPY. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice. □ISPY will develop and maintain internal fiscal control policies governing all financial activities.*

## **ELEMENT 10**

### **Suspensions and Expulsions**

CA Education Code 47605 (b) (5) (J)

**The procedures by which pupils can be suspended or expelled.**

ISPY students shall be suspended or expelled for actions for which they could be suspended or expelled from the school district, as defined by Education Code Sections 48900 to 48926.

Teachers/Advisors are responsible for the day-to-day discipline in their virtual classrooms or in-person meetings. Disciplinary options available to teachers include: warning, parent-teacher communication, counseling referral, written reflections assignment, and discipline referral to the School Director.

Students will serve suspensions at ISPY's offices.

#### **General Discipline Approach**

ISPY will have a clear disciplinary policy that all students will adhere to. Fair and just protocol will be implemented in response to all disciplinary infractions.

#### **Suspension Offenses**

A student may be suspended for any of the following acts:

- Theft, destruction, or defacement of school or personal property during school hours or during school-sponsored events. Parents will be held financially responsible.
- Defiance, disrespect, or abuse of school authority
- Harassment
- Hazing
- Fighting
- Profanity or vulgarity in word or gesture
- Narcotics possession or use (marijuana, dangerous drugs, or other harmful substances)
- Smoking or possessing tobacco products on campus or at school-sponsored events
- Being under the influence of, or possessing, alcohol or any controlled substance at school or any school-sponsored event
- Writing on, tagging, or defacing school or community property
- Any infraction not listed but included under Education Code sections 48900 to 48926 and considered sufficiently serious by the School Director

### **Student Discipline Committee**

ISPY will create a student discipline committee comprised of faculty and staff. The School Director convenes the committee when needed, is Chair, and is a non-voting member. It is the responsibility of the School Director to have available all pertinent materials for each gathering. If a student commits a suspend-able offense, the Student Discipline Committee meets recommends disciplinary action, terms of probation, suspension duration, and/or expulsion. At least one parent/guardian and the student must be present at the meeting.

### **Expulsion**

A student may be dismissed from ISPY for any of the following major violations or for repeating any violation listed under suspension:

- Brandishing a knife at another person, or possession or use of any weapons or firearms on school premises or at school sponsored events (E.C. 48915 (c) (2) )
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code) (E.C. 48915 (c) (5) )
- Unlawfully selling a controlled substance including providing or selling narcotics of any kind (immediate expulsion) (E.C. 48915 (c) (3) )
- Inflicting or causing bodily harm to any person on campus
- Committing or attempting to commit a sexual assault or committing a sexual battery (Section 48900[n])
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting (discretionary)
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction included under Education Code sections 48900 to 48926 and considered sufficiently serious by the School Director (multiple suspensions, consistent defiance, etc.)

*ISPY shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.*

*ISPY shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.*

*ISPY shall ensure the appropriate interim placement of students during and pending the completion of ISPY's student expulsion process.*

*ISPY will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. ISPY will also ensure staff is knowledgeable about and complies with the District's Discipline*

*Foundation Policy. If the student receives or is eligible for special education, ISPY shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.*

*ISPY shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.*

*If a student is expelled from ISPY, ISPY shall forward student records upon request of the receiving school district in a timely fashion. ISPY shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:*

- *pupil's last known address*
- *a copy of the cumulative record*
- *transcript of grades or report card*
- *health information*
- *documentation of the expulsion proceeding, including specific facts supporting the expulsion*
- *student's current educational placement*
- *copy of parental notice expulsion*
- *copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment; and*
- *if the Student is eligible for Special Education, ISPY must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, ISPY must provide evidence that it convened a Link Determination meeting*

### **Outcome Data**

*ISPY shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.*

### **Rehabilitation Plans**

*Pupils who are expelled from ISPY shall be given a rehabilitation plan upon expulsion as developed by ISPY's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of re-view for readmission. The rehabilitation plan should include a date not later than one (1) year*

*from the date of expulsion when the pupil may reapply to ISPY for readmission.*

### **Readmission**

*ISPY's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, ISPY's governing board shall readmit the pupil, unless ISPY's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to student safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. ISPY is responsible for reinstating the student upon the conclusion of the expulsion period.*

### **Special Education Students**

*In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, ISPY will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, ISPY's administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter School's failure to implement 504?*

### **Discipline Foundation Policy**

Charter Schools will also ensure staff is knowledgeable about and complies with the district's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LASUD Support Unit, Division of Special Education.

### **Gun Free Schools Act**

*The Charter School shall comply with the federal Gun Free Schools Act.*

## **ELEMENT 11**

### **RETIREMENT SYSTEM**

#### **CA Education Code 47605 (b) (5) (K)**

**The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security.**

All full-time certificated employees will participate in the State Teachers Retirement System (STRS). Employees will make and receive contributions and accumulate service credit years in the same manner as all other members of STRS.

ISPY will comply with Education Code 47611.

#### **Retirement**

##### **STRS**

ISPY will provide the California State Teachers' Retirement System (STRS) to all eligible employees. Contributions will be made at the rate established by the Teachers' Retirement Board. WSCS will complete all required documentation prior to the effective date of coverage and before reporting contributions and data to STRS.

##### **PERS**

All non-STRS eligible employees will be covered by Federal Social Security. ISPY retains the option to elect the California Public Employees Retirement System (PERS) coverage at a future date. Contributions will be made at the rate established by PERS. ISPY will complete all required documentation (including an amendment to the charter to include the election of PERS) prior to the effective date of coverage and before reporting contributions and data to PERS.

ISPY will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, and unemployment insurance. All withholdings from employees and ISPY will be forwarded to the STRS and PERS funds as required. ISPY will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Principal shall be responsible for ensuring that such retirement coverage is arranged, and shall forward any required payroll deductions and related data to LACOE as required by Education Code Sections 47611.3 and 41365.

Social Security payments will be contributed for all qualifying non-STRS members. The ISPY Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time classified employees who are eligible will be covered by a 403(b) retirement plan. All full-time eligible employees will be covered by the Federal Social Security program.

**ISPY'S local operating board in conjunction with BPSC's operating board will determine working conditions, salaries, benefits. Additionally, procedures will be in place for labor issues, and due process will be insured.**

**Recruiting Teachers:**

- ISPY will work closely with Big Picture Learning to locate talented, properly credentialed and dedicated professionals committed to alternative education.
- ISPY, working with Big Picture California, will approach top education schools across the country to recruit faculty. ISPY will be in touch with the heads of Curriculum and Teaching Departments at schools like Columbia University's Teacher's College and Fordham's School of Education, so that they send us their best and brightest. ISPY's model places additional demands for collaboration and a broader base of content knowledge and, as such, recruitment efforts will be ongoing even before a vacancy arises.
- ISPY is interested in teachers who, while experts in the field of education, have also been successful in the real world—artists, attorneys, business owners, world travelers, etc.
- ISPY will ensure that all proper credentials are in place for its faculty.

## **ELEMENT 12**

### **Attendance Alternatives**

**CA Education Code 47605 (b) (5) (L)**

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

*Pupils who choose not to attend ISPY may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.*

Students may attend their local middle or high school or other independent study charter schools serving their community. Annually, ISPY will inform parents in writing about the transferability and eligibility of courses to other public schools.

## **ELEMENT 13**

### **Employee Rights**

**CA Education Code 47605 (b) (5) (M)**

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

*Leave and return rights for union-represented employees who accept employment with ISPY will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.*

## ELEMENT 14

### DISPUTE RESOLUTION

#### **CA Education Code 47605 (b) (5) (N)**

**The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.**

*The staff and governing board members of ISPY agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and ISPY except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.*

*Any Dispute between the District and ISPY shall be resolved in accordance with the procedures set forth below:*

*1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:*

*To Innovatory School for Professional Youth: c/o Jessica Jacobs*

*To Director of Charter Schools: Director of Charter Schools □ Los Angeles Unified School District 333 South Beaudry Avenue, 25th Floor Los Angeles, California 90017*

*2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.*

*3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date*

*of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.*

*4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.*

## **ELEMENT 15 EMPLOYEE STATUS AND COLLECTIVE BARGAINING**

**CA Education Code 47605 (b) (5) (O)**

**A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code.**

*ISPY is deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employee Relations Act (EERA).*

## **ELEMENT 16**

### **PROCEDURES FOR SCHOOL CLOSURE**

#### **Revocation**

*The District may revoke the charter if ISPY commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the ISPY if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:*

*\*ISPY committed a material violation of any of the conditions, standards, or procedures set forth in the charter.*

*\*ISPY failed to meet or pursue any of the pupil outcomes identified in the charter.*

*\*ISPY failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*

*\*ISPY violated any provision of law. □ Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify ISPY in writing of the specific violation, and give ISPY a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter. □*

#### **Closure Action**

*The decision to close ISPY either by the ISPY governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses. □*

#### **Closure Procedures**

*The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter*

*school's nonprofit corporation and/or governing board. □ Documentation of Closure Action □ The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:*

*\*parents or guardians of students. Written notification to parents/guardians/caregivers of □ the enrolled students of ISPY will be issued ISPY within 72 □ hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.*

*\*the authorizing entity*

*\*the county office of education. Written notification to the Los Angeles County Office of □ Education of the Closure Action shall be made by the ISPY by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.*

*\*the special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the ISPY participates of the Closure Action shall be made by ISPY by registered mail within 72 hours of the decision to Closure Action. ISPY shall provide a copy of this correspondence to the ICSD.*

*\*the retirement systems in which the school's employees participate. ISPY will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. ISPY shall provide a copy of this correspondence to the ICSD.*

*\*the CDE. Written notification to the California Department of Education of the Closure Action shall be made by ISPY by registered mail within 72 hours of the decision to Closure Action. ISPY shall provide a copy of this correspondence to the ICSD.*

*Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:*

*\*The effective date of the closure*

*\*The name(s) of and contact information for the person(s) handling inquiries regarding the closure*

*\*The students' school districts of residence*

*\*How parents or guardians may obtain copies of student records, including specific*

*information on completed courses and credits that meet graduation requirements*

*In addition to the four required items above, notification to the CDE must also include:*

- 1. A description of the circumstances of the closure*
- 2. The location of student and personnel records*

*In addition to the four required items above, notification to parents, guardians, and students should also include:*

- 1. Information on how to transfer the student to an appropriate school*
- 2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.*
- 3. Information on student completion of college entrance requirements for all high school students affected by the closure*

*The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.*

### **School and Student Records Retention and Transfer**

*ISPY shall observe the following in the transfer and maintenance of school and student records:*

- 1. ISPY will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at ISPY. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.*
- 2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.*
- 3. ISPY will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification*

*number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.*

- 4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with ISPY for the delivery and/or pickup of the student records.*
- 5. ISPY must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.*
- 6. ISPY will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.*
- 7. All records are to be boxed and labeled by classification of documents and the required duration of storage.*

### **Financial Close-Out**

*After receiving notification of closure, the CDE will notify ISPY and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include over payment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.*

*ISPY shall ensure completion of an independent final audit within six months after the closure of the school that includes:*

- 1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.*
- 2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.*
- 3. An assessment of the disposition of any restricted funds received by or due to the charter school.*

*This audit may serve as the school's annual audit.*

*The financial closeout audit of the charter school will be paid for by ISPY. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by ISPY will be the responsibility of the ISPY and not LAUSD. ISPY understands and acknowledges that ISPY will cover the outstanding debts or liabilities of ISPY. Any unused monies at the time of the audit will be returned to the appropriate funding source. ISPY understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which ISPY participates, and other categorical funds will be returned to the source of funds.*

*ISPY shall ensure the completion and filing of any annual reports required. This includes:*

- 1. Preliminary budgets*
- 2. Interim financial reports*
- 3. Second interim financial reports*
- 4. Final unaudited reports*

*These reports must be submitted to the CDE and the authorizing entity in the form required. If ISPY chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.*

*For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.*

### **Disposition of Liabilities and Assets**

*The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:*

- 1. The return of any donated materials and property according to any conditions set when the donations were accepted.*
- 2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.*

*3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.*

*Net assets of ISPY may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.*

*The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.*

*A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.*

*For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the ISPY Boards, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.*

*The ISPY Boards shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.*

*ISPY shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.*

*Prior to final closure, ISPY shall do all of the following on behalf of the school's employees, and anything else required by applicable law:*

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).*
- c. Make final federal tax payments (employee taxes, etc.)*
- d. File the final withholding tax return (Treasury Form 165).*
- e. File the final return with the IRS (Form 990 and Schedule).*

*This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end ISPY's right to operate as a Charter School or cause ISPY to cease operation. ISPY and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public*

*shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.*

## **Facilities**

ISPY will not require a school building facility. And while we do not expect to need to use LAUSD facilities, we have included District required facility-related language in case our situation changes before the expiration of this Charter.

### **District-Owned Facilities**

*If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.*

*Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.*

*In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).*

*The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:*

*\*Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.*

*\*Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to*

*Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*

*\*Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.*

*\*Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.*

- (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and*
- (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.*

*\*Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.*

- (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.*
- (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.*

*\*Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for*

*the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.*

### **Facility status**

*The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).*

### **Occupancy of the Site**

*The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.*

### **Health & Safety**

*The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)*

### **Asbestos Management**

*The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.*