



*Empowering innovators to change the world*

**Charter Petition**

**For the term of July 1, 2017 – June 30, 2022**

**Submitted to the**

**San Rafael City High School District**

**on**

**June 27, 2016**

**Submitted by:**

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## Affirmations and Assurances

As the authorized lead petitioners, we, Erin Ashley and Katy Foster, hereby certify that the information submitted in this petition for a California public charter school to be named Ipso School (“Ipso” or the “Charter School”), to be operated by Ipso Schools, and to be located within the boundaries of the San Rafael City High School District (the “District” or “SRCHSD”), is true to the best of our knowledge and belief. We also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605 (c)(1)]

Ipso Schools declares it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]

The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction and days per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]

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)(2)]

The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]

The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

The Charter School shall comply with the Public Records Act.

The Charter School shall comply with the Family Educational Rights and Privacy Act.

The Charter School shall comply with the Ralph M. Brown Act.

The Charter School shall meet or exceed the legally required minimum of school days.  
[Ref. Title 5 California Code of Regulations Section 11960]

*Erin Ashley*

Erin Ashley  
Ipsos Schools

*Katharine Foster*

Katharine Foster (“Katy”)  
Ipsos Schools

*6/27/16*

Date

*6/27/16*

Date



# Executive Summary

## Mission

The mission of Ipsos School is to empower innovators to change the world. Our mission implies our core beliefs - that we are empowering students to take charge of their own learning; that innovation is a necessary trait in a global citizen ready to make positive contributions to the world; and that empowered change agents look to find innovative solutions, making the world better. Specifically, we see our graduates as global citizens with the adaptability, creativity, and knowledge necessary to contribute to their communities, locally, nationally, and internationally.

## Vision

Ipsos School will prepare all students for success in a four-year college or university by helping students cultivate the knowledge, 21st century skills, mindset and networks needed for post-secondary success. Our students will be curious, self-directed learners who have developed skills such as agency, collaboration, communication, and creativity. To accomplish this, we will employ an innovative and personalized charter school model where teachers work in teams to support students and students take ownership over their own learning. Through flexible use of time and space, students will get the supports they need when they need it. Students will have the opportunities to solve problems that they are most interested in while making a positive impact on their local and global communities.

## Beliefs

### **All students can learn at high levels**

Education is the foundation of a more just society. We will ensure that our diverse students will develop the knowledge, skills and mindsets necessary to be successful in a four-year college/university and beyond.

### **All students benefit from learning in a diverse community**

Solving complex, global problems requires cultural understanding, empathy and the ability to learn and work with others from diverse backgrounds. Students will become engaged and productive citizens as they see problems from multiple perspectives.

### **All students are powerful problem-solvers and are capable of making positive change**

Through mentorships, internships, and partnerships with our community, we will tap into our students' genius to find creative solutions to modern global and local problems. As students expand their networks of relationships, they will be prepared to take on greater challenges.

## **Education should be personalized for each student**

Ipsa means “itself” in Latin and our charter school will focus on connecting our individual students with their passions. We will provide students with the opportunities and personalized support that each student needs and wants.

## **Pillars of our educational model**

### **Integrated Core Structure**

Math, English, social science, and science teachers will share the same students for two years. Teaching teams will use interdisciplinary project-based learning, competency-based learning, co-teaching, and blended instruction to engage students and personalize learning experiences. They will use the flexible core time to help individual students accelerate and go deeper in their learning, as well as to leverage teacher expertise in smaller groupings as needed.

### **Innovate Lab**

Students will identify problems in their community that they are most passionate about. They will use design thinking to empathize with others and develop solutions to their problems. Our community liaison will help connect students with community members to help mentor students and provide internship opportunities.

### **Advisor**

Students will each have a staff member who serves as a social emotional learning coach through advisory (described below), helping students make short and long-term academic and personal goals. With the support of our learning management system, teachers and students will develop benchmarks to meet academic goals, skills goals, relationships goals, mental and physical health goals and college and career goals. The advisor will also help students manage their portfolios to document their achievements, and follow up on advisory. Teachers will use Naviance software to help students with college counseling. Training will be provided training to use the software during professional development time.

### **Community Relationships**

Our teachers and community liaison will help students make connections with members of our community. For example, our charter school is collaborating with Marin Community Clinics (“MCC”) to find ways to leverage our relationship to contextualize learning while addressing health and educational disparities together. Through relationships such as these, we will blur the lines between school and the real world. Our charter school and community partners will tap into our students’ genius to find creative solutions to modern problems. As students develop their knowledge, skills and networks, they will be empowered to take on greater challenges and will be prepared for success in a four-year college/university. Building relationships will help students build social capital and connections that will help support their success in college and beyond.

### **Grades Served and Enrollment/Growth Plan**

Ipsa School is a proposed public charter high school that will serve grades 9 through 12 in the San Rafael City High School District. It will open in August 2017 with 132 ninth

grade students. After the first year, it will grow by one grade level each subsequent year (and continue to admit 132 ninth grade students each time), until it serves grades 9 through 12 with a total of 528 students in the 2021-22 school year.

## Founding Team

### **Erin Ashley - Founding Executive Director**

Erin is passionate about making education equitable and engaging for all students. She is a National Board certified science teacher with eleven years teaching experience at the high school and middle school levels. Erin has spent the last year developing the instructional, operational, and financial systems required to launch Ipso School. Her instructional design background as a science teacher, instructional coach and academy coordinator provide the foundation for this work.

Erin has experience leading professional development seminars through Google Apps for Education Summit in the areas of 1:1 Technology and Differentiation. She has led other professional development seminars on project based learning (“PBL”), competency based grading and supporting English Learners (“EL”) through the districts she has served. As the Coordinator of the Poseidon Marine Biology Academy at Mar Vista High School, Erin gained experience managing finances, fundraising, facilitating operations, and serving as a community liaison. In addition, the generous financial, managerial and governance support of the Silicon Schools Fund and of Innovate Public Schools has given Erin the training necessary to found Ipso School.

Prior to her career in public education, Erin taught mathematics and science in Costa Rica and worked in the biotechnology industry in San Diego. Erin holds a Master of Education from the University of California at San Diego. She graduated with highest honors from the University of California at Santa Barbara where she earned her Bachelor’s Degree in Biology through the College of Creative Studies.

### **Katy Foster - Founding Principal**

Katy’s work in education is grounded in the belief that education is the foundation for a social justice and equity. A native of Marin County, she has twenty-four years of experience in education as a social studies teacher, department chair, instructional coach, grant coordinator, and administrator in San Francisco and Marin County public high schools. As an assistant principal at Burton High School she worked with a team of teachers to create the Freshman Academy, designing a more personalized learning experience for students, and creating opportunities for teachers to collaborate with each other to ensure student learning. In her work as a high school administrator, Katy has focused on equity, curriculum and instruction, educational technology, professional development, special education, and school-to-career initiatives. Throughout her work in San Francisco and Marin, Katy has worked with coaches and colleagues to develop her skills and knowledge in education, leadership, and reform through work with the National Equity Project and the Bay Area School Reform Collaborative, and this year has extended her learning as a new school leader through Innovate Public Schools’ Start up Schools Fellowship program. She has also spent the last year developing Ipso School’s model.

Katy has extensive training and experience in leading professional learning opportunities for other educators. She has been trained as a Beginning Teacher Support and Assessment (“BTSA”) mentor and instructional coach, and has led staff workshops on equity, teaching English learners, writing across the curriculum, and standards-based instructional practice. Through her work with North Bay Computer Using Educators, (“CUE”), she has led workshops on educational technology as a tool to engage students, enhance learning, and strengthen leadership capabilities.

Katy holds a Master of Education in Curriculum, Technology, and Education Reform from the University of Illinois and a Bachelor of Arts in International Relations from the University of Virginia.

### **Ann Waterman Roy - Founding Board Member**

Ann Waterman Roy is currently Innovate Public Schools’ Managing Director of Schools and Operations. Prior to moving to California, Ann was the Boston Executive Director of the Achievement Network, a nonprofit that partners with schools to boost student learning through standards and data-driven teaching. She built a partnership with Boston Public Schools (“BPS”) to advise district leaders and provide intensive coaching and support to 40 district schools. Ann has also served as the Executive Director of Excel Academy, a public charter school serving primarily low-income Latino students that has consistently been one of the top performing public middle schools in Massachusetts. She also oversaw Boston Public Schools’ incubation and support for autonomous district schools, including in-district charters, as BPS Director of Strategic Planning. Ann currently serves on the board of Cornerstone Academy, a charter elementary school in San Jose. Ann is an alumna of the Broad Residency in Urban Education, and holds a bachelor’s degree from Harvard and an MBA from the Tuck School of Business at Dartmouth.

### **Sharon Cravanas - Founding Board Member**

Sharon’s career has always addressed issues of college access, advocacy and equity. Currently the Director of College Counseling and Student Activities at The Marin School, Sharon has created and directed college counseling and diversity programs in several Bay Area schools. She has served as Director of College Counseling at Head-Royce School and an Assistant Principal at KIPP King Collegiate High School. Sharon has been an instructor at the UC Berkeley College and Career Counseling Certificate program, the National Association of College Admissions Counselor (“NACAC”) summer programs for college admissions, and has been a consultant for the College Board. She has also been a member of accreditation teams and several national multicultural assessment teams for the National Association of Independent Schools (“NAIS”). Sharon holds a Bachelor’s Degree in English from Mills College and a Master of Educational Leadership from St. Mary’s College.

### **Jonathan Kibera - Founding Board Member**

Jonathan D. Kibera is an entrepreneur and angel investor with experience in strategy and business development. He brings a deep understanding of technology, finance, and business development to our team. In 2002, Jonathan founded an e-commerce company named Mercantila that was eventually sold to Google. While at Google, he founded

Google Express and Google Catalogs. In 1999, Jonathan was a product manager at Epinions.com, an early consumer review site. Jonathan has served as an angel investor at AngelList, an organization that connects investors with start-ups. He is now working on launching a new business. Jonathan was born in Nairobi, Kenya, but now calls Mill Valley home. He holds a bachelor's degree in Economics from Harvard.

### **Ruth Rivera - Founding Board Member**

Ruth serves as a clinic director of Marin Community Clinics in San Rafael, where she coordinates operations for the clinic. Ruth grew up in San Rafael and is passionate about closing health and education disparities in our community. Ruth has experience in management, human resources, and community organizing. Ruth was a participant in the San Rafael Chambers of Commerce Leadership Development Program. She is an active member of the San Rafael community and teaches Sunday School at Iglesia Nueva Jerusalem in Novato. Ruth is also the parent of a 12 year old son who hopes to attend Ipso School.

### **Michele Hansen- Founding Board Member**

Michele's background combines experience in education, business and technology. After teaching first grade in Poway Unified School District for three years, Michele joined Intel Corporation, where she spent nine years in a variety of marketing, business development, and management roles. Subsequently, she served as Senior Vice President for Products and Services at the California Charter Schools Association. More recently, Michele co-founded and led Activate Instruction, an internet-based nonprofit that provided quality free content to the K-12 education market. Michele earned her BA in Political Science from Claremont McKenna College, an MA in Education from Stanford and an MBA from the Kellogg School of Management. Michele also serves as Vice President of Girard Foundation, which supports innovation and systemic reform in K-12 education.

### **Cody Bartrug - Founding Teacher**

Cody is a first generation college graduate from West Virginia. Understanding the role education has in social mobility, he began his career as a high school chemistry teacher in Poca, WV. He discovered that the culture of the community is a major driver in perception of education. In order to understand the nuances of culture, Cody went on to earn a Master of Arts in Intercultural Studies from Union University. During graduate school, he worked with refugees in Oakland and ethnic-Chinese in Singapore. Cody has served as a teacher in the subject areas of chemistry, physical science, integrated science, and astronomy. Cody has experience using project based learning, competency based grading, and blended instruction in his classes. He also holds a Bachelor of Arts in Secondary Education from Marshall University.

## **Expertise Matrix**

The chart below summarizes the experience and/or significant training of the founders, Board members, and key consultants. Additional information about founders, board members and key consultants can be found in Appendix 9.

Name	Curriculum, Instruction, and Assessment	Technology and Innovation	Finance	Governance and Law	Fundraising	Operations	Start Ups	Community Outreach and Communication	Real Estate
Erin Ashley	X	X	X		X	X		X	
Katy Foster	X	X	X	X	X	X		X	
Ann Waterman Roy, Volunteer Board Member	X	X	X	X	X	X	X	X	
Jonathan Kibera, Volunteer Board Member		X	X	X	X	X	X		X
Michele Hansen, Volunteer Board Member	X	X	X	X	X	X	X	X	
Ruth Rivera, Volunteer Board Member					X	X		X	
Sharon Cravanas, Volunteer Board Member	X	X		X		X		X	
Cody Bartrug, Founding Teacher	X	X						X	
Corbin Howes, Volunteer consultant		X	X	X		X			
Nick Driver, Volunteer consultant	X	X	X	X	X	X	X	X	

Name	Curriculum, Instruction, and Assessment	Technology and Innovation	Finance	Governance and Law	Fundraising	Operations	Start Ups	Community Outreach and Communication	Real Estate
Rajkumari Neogy, Volunteer consultant		X					X		
Jessica Colvin, Volunteer consultant	X	X				X		X	
Jan Rizzuti, Volunteer consultant	X	X							
Bryce Fleming, EdTec (financial advisors) (paid)			X				X		
Mark Cooper, Commercial Real Estate Broker (will be paid)									X
Jennie Bartkowiak-Shin, CCSA (paid through CCSA membership)	X	X	X	X		X			
Janelle Ruley, Attorney at Young, Minney and Corr (paid attorney)				X					

## Community Outreach and Support

Members of the San Rafael community have demonstrated strong support for Ipso School. As of June 23, 2016, we have conducted over 18 individual and small group meetings with community and parent leaders from across the district. We have participated in Marin Community Clinics' Health Hubs to reach out to families in the Canal neighborhood ("Canal"). We have held community engagement meetings to get input from families and students at Pickleweed Community Center. We have also held 2 larger meetings at Falkirk Cultural Center to share our vision and to solicit feedback from a wide range of community members. We have reached out to families through sports leagues, after school programs, and farmers' markets.

We have collected over 313 petition signatures from parents who are meaningfully interested in enrolling their children at Ipso School. Of these, 73 of these are parents that have students that would be in our first class of 9<sup>th</sup> graders in the fall of 2017. These signatures can be found in Appendix 1. We will continue to outreach as we progress through the planning and start-up phases. Please refer to Element G for information regarding community meetings held thus far as well as a student recruitment plan. In addition, Appendix 2 shows sample distribution materials shared within the community in English and Spanish.

In addition to strong support from families, we have received strong support from a number of community leaders. Please see Appendix 3 for letters of support from Dominican University's Department of Education, Marin Community Clinic's CEO Linda Tavaszi, EdgeMakers, and Community Heroes Program leaders.

Strong collaboration and ongoing communication with our parents and community members will allow us to provide the supports and opportunities our students need to be successful in four-year universities, their careers, and active members to their communities. We are in the process of starting parent committees on the topics of school culture and academics, fundraising, facilities, and community partnerships. These committees will help us get input from our families to best address their students' needs and realize our school model.



## Element A: Educational Program

*Governing Law: The educational program of the school, designed, among other things, to identify those pupils whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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. Education Code Section 47605(b)(5)(A)(i)*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii)*

*If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii)*

## Mission and Key Elements of Ipso School

### Mission

The mission of Ipso School is to empower innovators to change the world. Our mission implies our core beliefs - that we are empowering students to take charge of their own learning; that innovation is a necessary trait in a global citizen ready to make positive contributions to the world; and that empowered change agents look to find innovative solutions, making the world better. Specifically, we see our graduates as global citizens with the adaptability, creativity, and knowledge necessary to contribute to their communities, locally, nationally, and internationally.

### Key Elements of Ipso School

#### **High standards of achievement for all students**

Education is the foundation for a more just society. We will ensure that our diverse students will develop the knowledge, skills and character traits necessary to be successful in a four-year college and beyond.

**Diversity**

All students benefit from learning in a diverse community. Solving complex, global problems requires cultural understanding, empathy and the ability to learn and work with others from diverse backgrounds.

**Real world problem solving**

All students are powerful problem solvers and are capable of making positive change now. We will blur the lines between school and the real world. Through mentorships, internships, and partnerships, our community will tap into our students' genius to find creative solutions to modern problems. As students grow their networks of relationships, they will be more empowered to take on greater challenges.

**Equity and social justice**

We are committed to enrolling a diverse student body and will ensure access to our charter school for all students in Marin County. We are committed to serving the traditionally underserved students in our community, in particular low-income students and English learners, and will make dedicated efforts in outreach and recruiting. In addition, we will ensure equity for all learners once they are Ipsos students through culturally responsive pedagogy; open access of courses; and heterogeneous groupings. Students will question existing systems and structures to make our world more just and inclusive.

**Personalized learning**

Students have a wide range of skills, knowledge and passions. We will empower students to direct their own learning through a blended learning model that includes interdisciplinary project based learning; 1:1 technology; competency-based learning; and small learning communities. Within these structures, students will have the freedom to pursue their passions while mastering core content. Differentiated instruction, targeted supports and flexible uses of time and space will ensure that all students are challenged and engaged.

**Collaboration**

Our structures ensure that there are multiple opportunities for collaboration and developing communities of practice at all levels of the Charter School. Students, teachers and community members will be given the tools and time to collaborate with each other to deepen thinking and enhance learning.

**Community partnerships**

We will leverage our location in a center of innovation and entrepreneurship to create partnerships with businesses and educational institutions that support student learning through participation in real-world experiences and problem solving. We will actively engage parents and community members throughout the creation and development of the Charter School. Parents and community members will serve as advisors and mentors throughout our system.

### **Continuous learning**

We will foster innovation and creative problem solving by students and staff through a process of continuous learning. Systems for reflection and innovation will be applied in all levels of the Charter School, from its creation to the curriculum; from classrooms to teacher collaboration. We will promote a culture that supports curiosity and risk-taking.

### **Shared learning**

In addition to continuous learning within the Charter School, we will position ourselves as a lab school for the greater education community, particularly Marin County. Teachers and other educators will be able to observe and participate in our work, taking back the components that are interesting to them in their contexts. This will allow us to share knowledge we gain as we develop our models, and will allow us to be a hub where educators can learn while doing, expanding opportunities for teachers and students across the county and beyond.

### **Social and Emotional Learning**

In order for students to become active and engaged global citizens, they need to have the knowledge, attitude and skills necessary to navigate their emotions and relationships, learning how to have empathy, make positive decisions, persist through challenges and make difficult decisions. Ipso's model includes explicit instruction, assessment and development of social and emotional skills through projects, advisory sessions, community connections, and strategic supports.

### **Strategic supports**

Strategic supports are necessary in the social emotional as well as the academic realm. In order to fulfill the promise that all students learn at high levels, we will need to ensure that students' fundamental needs are met first. By connecting students and their families to community resources and services, we will make sure that our students can thrive as they engage in school each day.

For a more detailed description of each of these components, please see the section titled How Learning Best Occurs.

## **Target Student Population**

The city of San Rafael is home to many of the underserved students of Marin County, is the largest city in Marin County with a population of nearly 60,000, and is the most diverse city in Marin County. Ipso's model is designed to serve all students, and we claim diversity as one of our core values. Ipso School will seek to enroll a student population that mirrors the demographics of the San Rafael City High School District, and will make particular efforts to recruit economically disadvantaged students. According to California Department of Education,<sup>1</sup> the student body attending District high schools in the San

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<sup>1</sup> Enrollment Data for the San Rafael City High School District. California Department of Education Data Quest. Web.

<http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cChoice=DistEnrEth&cYear=2014-15&cSelect=2165466-->

Rafael City High School District is 42% Socioeconomically Disadvantaged, 17% English Learners, 53% Hispanic or Latino, 36% white, 5% Asian, 2% African American, <1% American Indian, <1% Pacific Islander, and <1% Filipino. Students needing Special Education services made up 7.1% of all 9-12 students attending high schools in the San Rafael City High School District<sup>2</sup>.

## Number of Students Served

Ipsos School will grow to serve students in grades nine to twelve from throughout the San Rafael City High School District and students from outside the District, as space allows.

In the Charter School's first year, 2017-2018, our financial model reflects an assumption of 132 students in ninth grade. In the following year, students will split into two combined 9th/10th grade cohorts of 132 students each. Our target enrollment will be 264 students by year two of operation. Ipsos School will reach its full enrollment in the Charter School's fourth year, 2020-2021, with 528 students, as represented in Table 1 below.

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[San%20Rafael%20City%20High&TheCounty=&cLevel=District&cTopic=Enrollment&myTimeFrame=S&cType=ALL&cGender=B>](#)

<sup>2</sup> Data compiled from San Rafael High School and Terra Linda High School's 2014-2015 School Accountability Report Cards found at:

[http://www.srcs.org/cms/resources?d=x&folder\\_group\\_id=1229223244065&id=1453106222438&group\\_id=1229223244065](http://www.srcs.org/cms/resources?d=x&folder_group_id=1229223244065&id=1453106222438&group_id=1229223244065)

**Table 1. Ipso School Projected Enrollment 2017-2022**

<b>IPSO SCHOOL PROJECTED ENROLLMENT</b>					
<b>Grade Level</b>	<b>Anticipated Enrollment Year 1 2017-2018</b>	<b>Anticipated Enrollment Year 2 2018-2019</b>	<b>Anticipated Enrollment Year 3 2019-2020</b>	<b>Anticipated Enrollment Year 4 2020-2021</b>	<b>Anticipated Enrollment Year 5 2021-2022</b>
9	132	132	132	132	132
10		132	132	132	132
11			132	132	132
12				132	132
<b>Totals</b>	<b>132</b>	<b>264</b>	<b>396</b>	<b>528</b>	<b>528</b>

## Community Need for the Proposed Charter School

### Need for College Preparatory Academics

Marin County has wide disparities in education, health, and income. According to *A Portrait of Marin: Marin County Human Development Report*<sup>3</sup> commissioned by the Marin Community Foundation in 2012, a resident of the town of Ross will live 7.5 years longer, is 5 times more likely to have a bachelor’s degree, and will earn \$40,000 more per year than a resident of the Canal. In education, the achievement gap measured in Standardized Testing and Reporting (“STAR”) test scores is stark in Marin County as well, with 78% of white students and 75% of Asian students scoring proficient or above in 11th Grade English Language Arts (“ELA”) in 2013, with only 34% of Latinos and 27% of African American students scoring proficient or above<sup>4</sup>. In the San Rafael City High School District, these disparities are just as wide. On the same 2013 English Language Arts test in the San Rafael City High School District, 81% of white students and 77% of Asian students were proficient or advanced while only 29% of Latino students and 39% of African American students were proficient or advanced. Large disparities also exist according to socioeconomic status. While 77% of students who are not socioeconomically

<sup>3</sup> *A Portrait of Marin: Marin County Human Development Report*. 2012. Web.

[http://www.measureofamerica.org/docs/APOM\\_Final-SinglePages\\_12.14.11.pdf](http://www.measureofamerica.org/docs/APOM_Final-SinglePages_12.14.11.pdf)

<sup>4</sup> 2013 Standardized Testing and Reporting Data from the California Department of Education. Web.

<http://star.cde.ca.gov/star2013/SearchPanel.aspx?lstTestYear=2013&lstTestType=C&lstCounty=21&lstDistrict=65466-000&lstSchool=&lstGroup=5&lstSubGroup=78>

disadvantaged scored proficient or advanced on the 2013 11th Grade English Language Arts test, only 27% of socioeconomically disadvantaged students scored proficient or advanced. The same disparities in achievement are also seen in the California Assessment of Student Performance and Progress (“CAASPP”) results from 2015 as shown below. As with the STAR tests, these gaps are significantly greater than statewide achievement gaps. See Tables 2 - 8 for a summary of achievement data from the 2013 California Standards Test (“CST”) in the San Rafael City Schools, Marin County and the State of California<sup>5</sup>, and the 2015 CAASPP results from the San Rafael City High School District and Marin County<sup>6</sup>. Students identified as American Indian, Filipino, Pacific Islander, and two or more races are not reflected in this data because the sample sizes are too small to make meaningful comparisons.

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<sup>5</sup> 2013 Standardized Testing and Reporting Data from the California Department of Education. Web. <<http://star.cde.ca.gov/star2013/SearchPanel.aspx?lstTestYear=2013&lstTestType=C&lstCounty=21&lstDistrict=65466-000&lstSchool=&lstGroup=5&lstSubGroup=78>>

<sup>6</sup> 2015 CAASPP Results from the California Department of Education. Web. <<http://caaspp.cde.ca.gov/sb2015/Search?ps=true&lstTestYear=2015&lstTestType=B&lstCounty=21&lstDistrict=00000&lstSchool=0000000>>

**Table 2: San Rafael City Schools STAR Test Data 2013**

Percent of students scoring proficient or advanced by ethnic group and economic status							
	White	Asian	Black or African American	Hispanic or Latino	Not Economically Disadvantaged	Economically Disadvantaged	Percentage Points Difference Between Not Economically Disadvantaged and Disadvantaged Students
Grade 11 CST- English Language Arts	81%	77%	39%	29%	77%	27%	<b>50%</b>
Grade 10 CST- Life Science	88%	86%	N/A	31%	83%	29%	<b>54%</b>
Grade 7 CST- Mathematics	81%	100%	N/A	51%	81%	51%	<b>30%</b>

N/A: Data not significant enough to report.

**Table 3: Marin County STAR Test Data 2013**

Percent of students scoring proficient or advanced by ethnic group and economic status							
	White	Asian	Black or African American	Hispanic or Latino	Not Economically Disadvantaged	Economically Disadvantaged	Percentage Points Difference Between Not Economically Disadvantaged and Disadvantaged Students
Grade 11 CST- English Language Arts	78%	75%	27%	34%	75%	31%	<b>44%</b>
Grade 10 CST- Life Science	81%	83%	34%	35%	80%	34%	<b>46%</b>
Grade 7 CST- Mathematics	77%	83%	25%	42%	77%	41%	<b>36%</b>

**Table 4: California Statewide STAR Test Data 2013**

Percent of students scoring proficient or advanced by ethnic group and economic status							
	White	Asian	Black or African American	Hispanic or Latino	Not Economically Disadvantaged	Economically Disadvantaged	Percentage Points Difference Between Not Economically Disadvantaged and Disadvantaged Students
Grade 11 CST- English Language Arts	62%	70%	32%	36%	62%	35%	<b>27%</b>
Grade 10 CST- Life Science	71%	77%	36%	42%	69%	43%	<b>26%</b>
Grade 7 CST- Mathematics	65%	79%	33%	42%	67%	42%	<b>25%</b>

**Table 5: San Rafael City High School District CAASPP Results 2015 English/Language Arts - 11th Grade**

	White	Asian	Black or African American	Hispanic or Latino	*Not Economically Disadvantaged	*Economically Disadvantaged	Not English Learner	English Learner
Standard Exceeded	45%	32%	6%	9%	40%	7%	39%	0%
Standard Met	31%	45%	50%	26%	34%	26%	33%	1%
Standard Nearly Met	13%	18%	28%	25%	14%	27%	15%	14%
Standard Not Met	8%	5%	11%	30%	9%	30%	9%	61%

\*Note disparities in students who have met or exceeded standards between “not economically disadvantaged” and “economically disadvantaged students.



**Table 6: San Rafael City High School District CAASPP Results 2015 Math - 11th Grade**

	White	Asian	Black or African American	Hispanic or Latino	*Not Economically Disadvantaged	*Economically Disadvantaged	Not English Learner	English Learner
Standard Exceeded	21%	17%	5%	2%	18%	2%	18%	0%
Standard Met	26%	39%	5%	14%	27%	11%	24%	2%
Standard Nearly Met	26%	13%	32%	19%	26%	16%	28%	4%
Standard Not Met	26%	30%	42%	58%	27%	62%	28%	78%

\*Note disparities in students who have met or exceeded standards between “not economically disadvantaged” and “economically disadvantaged students.

**Table 7: Marin County CAASPP Results 2015 English/Language Arts - 11th Grade**

	White	Asian	Black or African American	Hispanic or Latino	*Not Economically Disadvantaged	*Economically Disadvantaged	English Only	English Learner
Standard Exceeded	46%	44%	7%	14%	44%	9%	43%	0%
Standard Met	33%	31%	40%	30%	34%	28%	34%	3%
Standard Nearly Met	12%	13%	28%	27%	13%	29%	13%	17%
Standard Not Met	7%	11%	21%	24%	7%	27%	8%	63%

\*Note disparities in students who have met or exceeded standards between “not economically disadvantaged” and “economically disadvantaged students.

**Table 8: Marin County CAASPP Results 2015 Math - 11th Grade**

	White	Asian	Black or African American	Hispanic or Latino	*Not Economically Disadvantaged	*Economically Disadvantaged	English Only	English Learner
Standard Exceeded	28%	37%	3%	5%	28%	3%	39%	0%
Standard Met	29%	26%	5%	18%	29%	14%	27%	4%
Standard Nearly Met	21%	18%	28%	24%	22%	21%	23%	5%
Standard Not Met	20%	20%	56%	47%	20%	55%	22%	75%

\*Note disparities in students who have met or exceeded standards between “not economically disadvantaged” and “economically disadvantaged students.

According to the *Portrait of Marin: Marin County Human Development Report*, “[m]ore than ever before, more education is the surest route to a higher income.” American adults today who did not complete high school typically earn about \$18,000 annually; while college graduates earn \$47,000. Support for every young person in Marin to obtain a college degree would be the most worthwhile investment for increasing living standards.<sup>7</sup> In order for our young people to be admitted to public universities such as the University of California (“UC”) and California State University (“CSU”) systems, students must complete the UC “a-g” subject requirements. Graduation requirements in Marin County High School districts, including San Rafael City High Schools, do not align with these requirements, so not all graduates are eligible or prepared. Again, there are significant disparities in students meeting the UC “a-g” subject requirements upon graduation. See Table 9 for a comparison of graduates by ethnicity who have completed all the courses required for UC and CSU entrance.<sup>8</sup> Moreover, graduation rates also vary widely by ethnicity. According to San Rafael High School’s School Accountability Report Card (“SARC”) from 2014, 55% of Latino students who started their 12th grade school year at San Rafael High School subsequently graduated, while it is estimated that 81% of Latino students graduated statewide. Data is similar at Terra Linda High School with 57% of Latino Students graduating who attended at the beginning of their 12th grade year.<sup>9</sup>

<sup>7</sup> *A Portrait of Marin: Marin County Human Development Report*. 2012. p. 48 Web. [http://www.measureofamerica.org/docs/APOM\\_Final-SinglePages\\_12.14.11.pdf](http://www.measureofamerica.org/docs/APOM_Final-SinglePages_12.14.11.pdf)

<sup>8</sup> 12th Grade Graduates Completing All Courses Required for U.C. And/or C.S.U. Entrance by District and Ethnicity. *Statewide Graduation Numbers*. Web.- <http://data1.cde.ca.gov/dataquest/GraduateReporting/GraduatesByEth.aspx?cYear=2013-14&cGender=B&cType=All&cGroup=G12&cChoice=CoGrdbbyEt1&TheCounty=21%2cMarin>

<sup>9</sup> San Rafael City Schools School Accountability Report Cards. Web. [http://www.srcs.org/cms/resources?d=x&folder\\_group\\_id=1229223244065&id=1453106222438&group\\_id=1229223244065](http://www.srcs.org/cms/resources?d=x&folder_group_id=1229223244065&id=1453106222438&group_id=1229223244065)

**Table 9: Marin County 12th Grade Graduates Completing All Courses Required for UC and CSU Entrance in 2014**

Marin County Wide	White n=1292	Asian n=119	Black or African American n=61	Hispanic or Latino n=477	Total n =2066
Marin County Wide	74%	80%	33%	32%	63%
Novato Unified School District	59%	70%	41%	25%	50%
Tamalpais Union High School District	83%	87%	40%	58%	80%
San Rafael City Schools	74%	77%	20%	29%	51%

n= number of students

The data from Tables 2-9 demonstrate that a significant number of students attending public high schools in the San Rafael area are unlikely to gain entrance into a four-year college or university. We believe that all children, regardless of the circumstances into which they are born, deserve the opportunity to receive a rigorous, college-preparatory public education that equips them to pursue whatever professional paths they choose. One of San Rafael City School District’s goals is to ensure that, “Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master the Common Core State Standards (“CCSS”) while continuing to be college, career and community ready.”<sup>10</sup> We believe that in order to achieve this goal, San Rafael City High School District would benefit from a charter school like Ipson that uses different educational approaches to personalize learning to meet the educational needs of all students and to address the striking achievement gap that exists. Ipson School will provide a rigorous education that prepares all students to succeed in college by ensuring that each student has developed the knowledge, skills, mindsets and networks they need. In a community with resources such as ours, we need to provide more equitable opportunities for students within our education system so that these achievement gaps narrow and we build a more prosperous community.

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<sup>10</sup>San Rafael City School’s Website. About Us. Web. <<http://www.srcs.org/about-srcs>>

## Need for 21st Century Skill Development

Ipsos School believes that our students' wide range of lived experiences can become a powerful asset in preparing students for the 21st Century workplace.<sup>11</sup> In a 2006 employer survey, the Bureau of Labor Statistics found that five 'applied' skills (critical thinking/problem solving, oral communications, written communications, teamwork/collaboration, and diversity) were ranked consistently more important than content knowledge or expertise.<sup>12</sup> Similar work since then has produced similar findings; in September 2015, for example, a public-private consortium found that the "4C's" (creativity, critical thinking, communication, and collaboration) are the most important priorities for student readiness in the modern workplace.<sup>13</sup> Ipsos believes that a model of instruction that empowers students to learn from and alongside one another in the same classroom will equip all graduates to work successfully with diverse teams in a collaborative, 21st century workplace.

## How We Will Meet the Needs of Our Target Population

The needs of Ipsos's target population are great. As evidenced by the data above, we believe that the current public education options are not meeting the needs of all students in the San Rafael area. The needs of our target population go beyond the academic realm. In Robert Putnam's *Our Kids: The American Dream in Crisis*<sup>14</sup>, the relationship between socioeconomic status and the number of community connections is observed. Extrapolated from the research, Graph 1 represents the relationship between socioeconomic status ("SES") and the types of mentors a student would have, and Graph 2 showcases the relationship between education and types of connections one would have. These graphs demonstrate the need for students in our target population to develop more and stronger connections that will result in mentorship relationships that will benefit the students throughout their lives.

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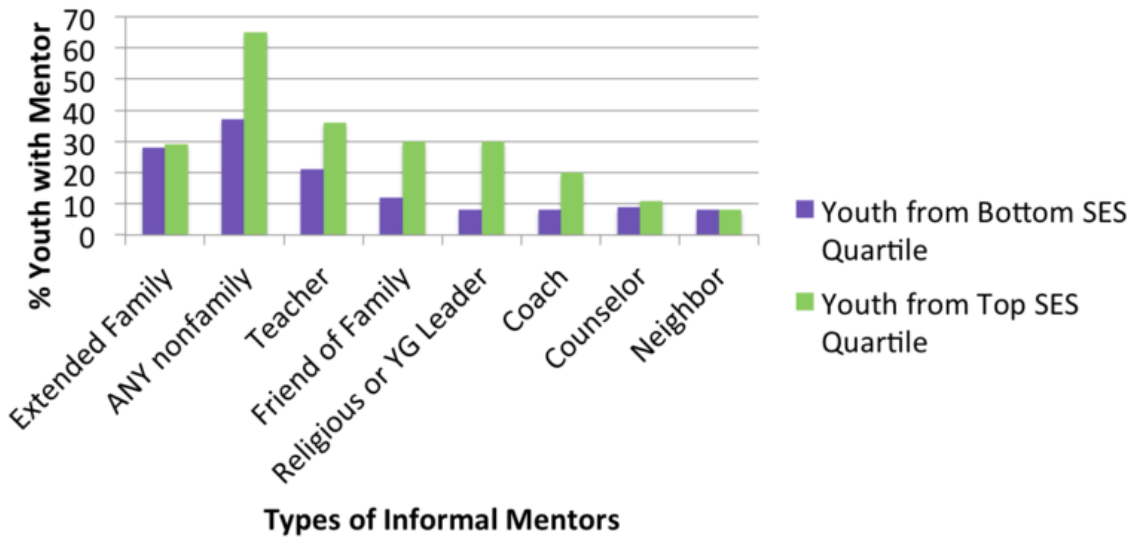
<sup>11</sup> Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham: Rowman & Littlefield, 1998. Print.

<sup>12</sup> "Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce." Partnerships for 21st Century Learning, 2006. Web. 10 Sept. 2015. <[http://www.p21.org/storage/documents/FINAL\\_REPORT\\_PDF09-29-06.pdf](http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf)>.

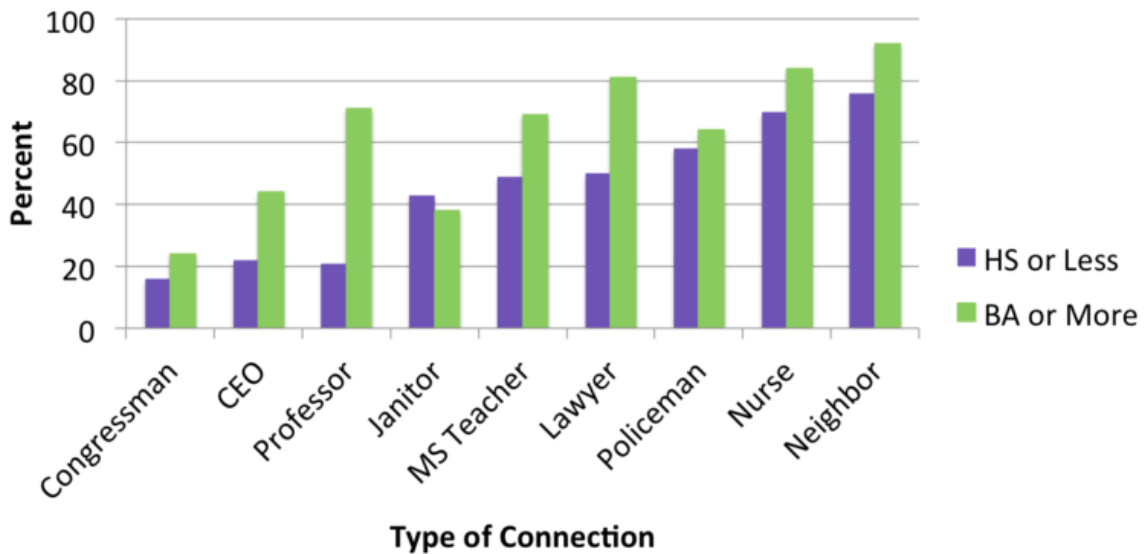
<sup>13</sup> "P21 Research Briefs on 4Cs Illuminate Classroom Interventions to Boost Creativity, Critical Thinking, Communication, and Collaboration - P21." . Partnership for 21st Century Learning, 1 Sep. 15. Web. 1 Oct. 2015.

<sup>14</sup> Putnam, Robert D. *Our Kids: the American Dream in Crisis*. New York, NY: Simon & Schuster, 2015. Print.

**Graph 1: Socioeconomic Status (“SES”) and Percent of Youth with Mentors**



**Graph 2: Levels of education (High School or Bachelor’s Degree or Higher) and Types of Connections.**



As indicated in these graphs, social networks and future success are closely related. As a person’s network of relationships expand with people in various levels of positional authority and privilege, opportunities expand as well.

Ipsos School will be a place where students will make connections not only with teachers and peers but also with entrepreneurs, business owners, professionals, and others in the community. We have designed the Charter School to combine grades 9 and 10 while maintaining the same teachers in a two-year cycle. This will allow students to build deeper relationships with their teachers, as well as making connections with older students.

Ipsos is also designed to integrate the community into the curriculum through projects designed around the community's needs. Students will use a design thinking approach to engage with the community in order to understand the need and design a solution. Through this process, we believe students will gain community connections that will continue to affect their future endeavors. Students will also make connections with local, national and global community members in the Innovate Lab through their interest-driven projects. The intention is for students to find their passions which will lead to opportunities of further exploration within school or outside of school through internships.

In accordance with our mission and beliefs, all students will graduate meeting UC/CSU "a-g" subject requirements. While we believe that a four-year college is not the path for every student, we do believe that students must have the opportunity to choose upon graduation. Our model is one without tracking, in which all students reach their goals through individualized support within heterogeneous classes. We will accomplish this through flexible use of time within co-teaching environments, competency based grading, project based learning, blended instruction and strategic supports such as additional English Language Development ("ELD") time and mathematics support time when necessary.

To improve scores on California state assessments, we believe contextualizing content will improve proficiency for all students. Teaching through a project based learning model allows for students to not only grasp the content but increase application to other scenarios. For mathematics, a comparison between schools that implement PBL and more traditional schools showcases that students in the PBL model outperform students in the traditional model in a variety of outcomes<sup>15</sup>. Also, students in a PBL model for English Language Arts not only build their speaking skills, but develop deep thinking that the standards require<sup>16</sup>.

Our blended learning approach will help us meet the needs of each individual student, building on strengths and filling in gaps in learning. Blended learning is defined by the Clayton Christensen Institute as "a formal education program in which a student learns: At least in part through online learning, with some element of student control over time, place, path, and/or pace."<sup>17</sup> At Ipsos School, students and teachers will use technology as a tool to support the learning for each student. Blended learning makes it more feasible for different activities to happen concurrently, because students can take more control over their learning. Instead of a teacher teaching the same content at the same pace, teachers may work with small groups or individuals, providing them the supports students need when they need it. In addition to the usual classroom uses of digital technology, we will use it to diagnose gaps, provide formative assessment results quickly, and to create personalized playlists that students can access to support acquisition of foundational

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<sup>15</sup> Condliffe, Barbara. "Project-Based Learning: A Literature Review." *Lucas Education Foundation* (2015): 48-49.

<sup>16</sup> Larmer, John, and John R. Mergendoller. "Speaking of Speaking." *Education Leadership* 70.4 (2012): 74-76. Web.

<sup>17</sup> "What is Blended Learning?" From The Clayton Christensen Institute. Web. <<http://www.christenseninstitute.org/blended-learning/>>

knowledge. Blended learning allows teachers freedom to use their knowledge and skills in more targeted and meaningful ways, and allows students to direct the time, location and pace of their own learning.

Finally, we will also serve the needs of our target populations by addressing some barriers to education that exist due to trauma, differences in opportunities, and discrepancies in health care through a focus on social emotional learning outcomes, defined and described in the section below.

## What it Means to Be an Educated Person in the 21st Century

The National Association of Colleges and Employers published the 2014 list of the top 10 skills employers were looking for when hiring a college graduate. These skills are necessary for a person to be educated in the 21<sup>st</sup> century. The top five skills were:

1. Ability to work in a team structure
2. Ability to make decisions and solve problems
3. Ability to communicate verbally with people inside and outside an organization
4. Ability to plan, organize and prioritize work
5. Ability to obtain and process information<sup>18</sup>

Ipsos School structure explicitly addresses student acquisition of all of those skills, with our problem-based learning focus, and our student-centered curriculum that allows and encourages students to take ownership of prioritizing their work, understanding what information they need to make decisions, and collaborating with a team to learn and create. Through this system we move from a compliance-oriented structure where students earn points for turning papers in on time to a structure in which we explicitly help students develop the skills of agency, collaboration, critical thinking and creativity in the context of real work.

In Tony Wagner's book, *Creating Innovators: The Making of Young People Who Will Change the World*, he argues that there is "near consensus on the importance of innovation in today's economy."<sup>19</sup> However, our current education system does not nurture innovation. Instead, as Wagner asserts, we emphasize individual achievement over collaboration; specialization over multi-disciplinary learning; risk avoidance over trial and error; consuming over creating; and extrinsic over intrinsic motivation. At Ipsos School, our guiding principals are: Challenge, Connect, and Create. We believe that in order for students to be prepared for their futures, students need to be challenged, connect and collaborate with others, and create innovative solutions to problems. Students will be encouraged to take risks, and learn from mistakes in an effort to continually improve. See Appendix 2 for an overview of these guiding principles in our community outreach materials.

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<sup>18</sup> Adams, Susan. "[The 10 Skills Employers Most Want in 2015 Graduates.](#)" *Forbes*. Forbes Magazine, 12 Nov. 2014. Web. 15 Oct. 2015.

<sup>19</sup> Wagner, Tony, and Robert A. Compton. *Creating Innovators: The Making of Young People Who Will Change the World*. New York: Scribner, 2012. Print.

There are many lists and ideas about what constitutes “21st century learning,” and what students need to know and be able to do. Perhaps the most comprehensive comes from the Partnership for 21st Century Learning<sup>20</sup> (P21), which consulted educators and business people, and created a list of 21st Century Student Outcomes they have determined were necessary for success. Below we outline what those are and how Ipso’s model ensures students are prepared.

### **21<sup>st</sup> Century Student Outcomes**

All Ipso students will meet University of California’s “a-g” subject requirements upon graduation, and will thus have access to the key subjects necessary for success in the 21<sup>st</sup> Century. We believe that the Common Core State Standards,<sup>21</sup> adopted by the state of California, provide a good framework for core competencies in ELA (including how it is applied in the social sciences) and math. The framework scaffolds the standards from kindergarten through 12th grade, starting with the anchor standards for college and career readiness. In addition, our curriculum is structured around the Next Generation Science Standards (“NGSS”).<sup>22</sup> For more information about our curriculum, please see the section titled Curriculum and Instructional Design. In addition to knowledge, students will develop skills such as communication, collaboration, critical thinking, creativity and agency. They will also be versant in the following themes recommended by P21:

- Global Awareness
  - Ipso’s core curriculum will be taught through a global lens. Global awareness is a core value at our charter school.
- Financial, Economic, Business and Entrepreneurial Literacy
  - Students will take typical economics classes and gain entrepreneurial literacy as they work with local organizations to improve their understanding of what it takes to turn an idea into reality.
- Civic Literacy
  - Through projects, students will develop connections with the community, including civic leaders. They will come to understand the local political processes, and how they relate to national and international governances.
- Health Literacy
  - Ipso has a strong collaborative relationship with Marin Community Clinics. Students will have opportunities to learn from work at the clinics to contextualize learning and provide internships to students. Depending upon our school site, we would like to develop our relationship with MCC further to provide students with health care on our campus.
- Environmental Literacy
  - It is impossible to have Global Awareness that does not include environmental literacy. In addition, all Ipso students will study science with embedded environmental problems.

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<sup>20</sup> "Framework for 21st Century Learning - P21." *Framework for 21st Century Learning - P21*. Partnership for 21st Century Learning, n.d. Web. 29 Dec. 2015. <http://www.p21.org/our-work/p21-framework>

<sup>21</sup> [Common Core State Standards. www.corestandards.org](http://www.corestandards.org)

<sup>22</sup> [The Next Generation Science Standards. www.nextgenscience.org](http://www.nextgenscience.org)



## **Learning and Innovation Skills**

For students to be lifelong learners, they must develop skills such as creativity and innovation, critical thinking and problem solving, communication, collaboration and agency. Ipso's project-based learning model ensures that students develop these skills. Section VI, below, which addresses Curriculum and Instructional Design, provides details on how interdisciplinary project based learning will be used in our core instruction period. It also explains how students will have time to follow their passions during Innovate Lab to become self-motivated, competent and lifelong learners. Through the Innovate Lab period, students will learn the skills of design thinking and will develop their critical thinking and problem solving abilities. They will also build these skills during their core instruction period. These skills will be assessed and strengthened using schoolwide proficiency scales that clearly define expectations and are reported through our learning management system.

## **Information, Media and Technology Skills**

As a 1:1 charter school (one device to each student), Ipso will explicitly ensure that all students have the skills to use technology as a tool to enable their learning. While young people have a facility with technology devices, they don't always have the knowledge and skills to use them in the most effective way. We appreciate the work of Alan November, and his First 5 Days of Learning that helps educators ensure they, "set the stage for engaged global learning."<sup>23</sup> We need to be explicit in helping students understand how to access the nearly infinite amount of information available today, and not only how to ask the good questions, but to use hardware and software to help them organize and utilize the information they do find. Skills need to be taught, learned and practiced. This will hold true for Ipso teachers as well, as they learning a new way for collaborating and utilizing technology.

## **Life and Career Skills**

As stated above, many of the 21st century skills are life and career skills. Specifically, P21 asserts that students need to cultivate:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Ipso's use of project and problem-based learning offers students the best setting in which to develop these skills. Through explicit instruction on the design thinking process as well as descriptive skills progressions, with ample formative assessment and feedback, students will develop these necessary skills.

Our society needs to solve global issues of poverty, exponential population growth, drought, and pandemics. In our charter school, students will learn how to tap into their

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<sup>23</sup> "First 5 Days of School for Educators." *November Learning*. November Learning, n.d. Web. 29 Dec. 2015. <http://novemberlearning.com/educational-resources-for-educators/first-5-days-of-school/>

own creativity and build knowledge and skills with the support of collaborative teams of teachers. As students take on challenging issues, they will develop the knowledge, skills, mindsets, and networks to solve their problems.

To be educated means to understand how to create innovative approaches to solving problems, but also to constantly learn from feedback, adjusting technique as you go. A good analogy to consider is basketball. We might start instructing with teaching rudimentary skills, but we would never wait until students have mastered each component of the game until we allowed them to play. Rather, we allow them to play and coach and facilitate within the context of the game, addressing skills gaps with drills and clinics between games. Students learn from the coaching, but also from the experience of playing - and failing - in the game. A player who quits every time the ball is stolen from her will not learn. A player who comes to realize, through feedback, observation and coaching, the conditions that exist when the ball is stolen, will learn how best to avoid that pitfall in the future.

We need to ensure that all students, regardless of background, become metacognitive and self-directed in their learning. These habits will be explicitly modeled for students, with the goal of ensuring that each student gets the support they need to function and take increasing levels of agency over their own learning. At Ipso, students will contemplate who they are, what they think, and what their purpose is in life, so that they may develop the intrinsic motivation necessary to be successful and make a positive impact on their community.

In addition to developing habits of success, we believe that core content knowledge is important. Much has been made of the question about what is important to know in the age of Google. We believe that foundational knowledge is key to allowing students to be able to make the connections between nodes of information, and allowing them to use that knowledge in innovative ways. Math and English literacy are critical, not only to get along in the world, but as gatekeepers to higher education. Our blended learning plan ensures that every student will get the foundational skills and knowledge that they need in math and English, but not at the expense of other subjects. In order for students to contemplate themselves as humans to develop empathy and persistence, as well as to become global citizens who understand the interconnectedness of all people, they will also need foundational knowledge in science, social science, and the arts. As Nicholas Kristof recently argued, "Our world is enriched when coders and marketers dazzle us with smartphones and tablets, but, by themselves, they are just slabs. It is the music, essays, entertainment and provocations that they access, spawned by the humanities, that animate them — and us."<sup>24</sup>

### **Social Emotional Learning**

To become active and engaged global citizens, students need to have the knowledge, attitude and skills necessary to navigate their emotions and relationships. They must learn how to have empathy, make positive decisions, persist through challenges and make difficult decisions. Ipso's model includes explicit instruction, assessment and

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<sup>24</sup> Kristof, Nicholas. "[Don't Dismiss the Humanities.](#)" *The New York Times*. The New York Times, 13 Aug. 2014. Web. 17 Oct. 2015.

development of social and emotional skills through projects, advisory, community connections, and strategic supports.

In a meta-analysis of 213 studies, Durlak, et al. found that explicit social emotional learning led to students having more positive attitudes towards themselves, others, and schooling, as well as decreased behaviors that inhibits learning and school success.<sup>25</sup> Ipso's program focuses on helping students define the social emotional learning ("SEL") competencies, defined below:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.<sup>26</sup>

Ipso's model ensures that students implicitly and explicitly will practice and learn those competencies to support their ongoing success through their collaborative work in projects, individual goal-setting with personalized learning plans, and pursuing their passion projects through the Innovate Lab and internship opportunities.

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<sup>25</sup> Durlak, Joseph A., Roger P. Weissberg, Allison B. Dymnicki, Rebecca D. Taylor, and Kriston B. Schellinger. "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development* 82.1 (2011): 405-32. Web. 16 Feb. 2016. <[http://www.wondergrovelearn.com/wp-content/uploads/2014/02/The\\_impact\\_of\\_enhancing\\_students\\_social\\_and\\_emotional\\_learning.pdf](http://www.wondergrovelearn.com/wp-content/uploads/2014/02/The_impact_of_enhancing_students_social_and_emotional_learning.pdf)>.

<sup>26</sup> From "The Collaborative for Academic, Social, and Emotional Learning (CASEL)," <[www.casel.org](http://www.casel.org)>

## How Learning Best Occurs

Ipsos School's unique learning model is founded on the principles outlined below and focuses on the goal of enabling students to become self-motivated, competent and lifelong learners.

### Principle 1: High Expectations Lead to High Achievement for All Students

In 1968, Robert Rosenthal and Lenore Jacobson published a study that explored the effect of higher expectations on student performance. In their study, teachers that were led to expect greater performance from their students had improved performance compared to their peers. Similarly, students whose teachers have low expectations of them tend to achieve less than their peers. This phenomenon, known as the Pygmalion Effect, describes how biases that influence a person's performance can lead to self-fulfilling prophecies.<sup>27</sup> At Ipsos, all students will be expected to develop the knowledge and skills necessary to be successful in a four-year college/university and career of their choice. We believe the best education for the highest achieving students is the best education for all.

While we know that all students are capable of achieving at high levels, we also know that each student will require specific supports to scaffold and extend their learning. If a student has already mastered concepts, teachers will help the student apply their knowledge at deeper levels or help the student push forward in their learning. When students come to our charter school lacking prerequisite knowledge, we will provide them with the foundational knowledge and skills they need to accelerate their learning. Teachers at Ipsos will provide students with appropriately challenging lessons and interventions to support each student. Learning happens when a learning experience is just beyond the student's independence level, or her zone of proximal development.<sup>28</sup> As described in the "Curriculum and Instructional Design" section below, our learning model has a variety of embedded structures that allow students and teachers to personalize learning experiences. Through variable use of instructional time and targeted interventions, we will ensure that all students learn at high levels.

### Principle 2: Teaching and Learning Needs to be Visible

According to John Hattie's book, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, "teachers need to know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria for all students, and know where to go next in light of the gap between students' current knowledge and understanding and the success criteria (Hattie, p. 239)."<sup>29</sup> Ipsos teachers will powerfully organize learning goals to help students acquire knowledge, make

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<sup>27</sup> Rosenthal, Robert, and Lenore Jacobson. *Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development*. New York: Holt, Rinehart and Winston, 1968. Print.

<sup>28</sup> Vygotskiĭ, L. S., and Michael Cole. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard UP, 1978. Print.

<sup>29</sup> Hattie, John. *Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement*. London: Routledge, 2009. Print.

meaning of knowledge, and apply knowledge to new contexts. Teachers will develop learning goals and proficiency scales that are aligned to the Common Core State Standards, Next Generation Science Standards, and the California History-Social Science Content Standards. At all times, students should know what they are learning what their next steps in their learning process are.

Learning is an incredibly personal experience for each student. Each student has a unique set of knowledge, experiences, and values that the teacher must understand. In order to engage students, teachers need to determine what students are thinking, and what their passions are, because ultimately, students will decide what they learn and retain.<sup>30</sup> In his book, *The Hidden Lives of Learners*, Graham Nuthall used audio recordings, video, interviews and assessments to see how learning best occurs. He found that just because a teacher is teaching, students are not necessarily learning.<sup>31</sup> Complex relationships including the role of the teacher, influence of peers, and a student's private experiences need to be understood to create learning experiences tailored to each student.

At Ipso, students' voices will actively influence how learning occurs. Through classroom circles, regular conversations with teachers, surveys, student panels, and leadership committees, student voices will constantly inform instruction. In addition, with the use of technologies such as GoPro cameras, teachers can literally see their instruction through the eyes of their students. By reflecting on video footage from their classrooms, teachers will modify their instruction to better support students.

As our teachers better understand each learner, they will provide learning experiences that connect to each student's prior knowledge and experiences. In this way, students will be able to construct and reconstruct their own knowledge. Through frequent formative assessments, teachers will provide students with timely feedback on their learning and help them increase their level of cognitive difficulty. Frequent formative assessments will also provide teachers with data to determine the effectiveness of a particular teaching event. Based on data on student achievement, teachers will modify their instructional strategies to maximize their effects on student learning.

### Principle 3: Relevant Contexts Enable Deeper Learning

Deeper learning happens when students not only know content, but have internalized the knowledge so that it may be applied in new and unexpected situations.<sup>32</sup> To be prepared to solve problems "in the real world" students need many opportunities to solve authentic problems while they attend school. At Ipso School, teachers will blur the lines between school and the "real world" because our students will be solving problems in our communities with the support of their teachers and in collaboration with community members. To accomplish this, our community will help us identify real problems that will help teachers develop common contexts for student learning.

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<sup>30</sup> Olson, David R. *Psychological Theory and Education Reform: How School Reform Remakes Mind and Society*. New York: Cambridge U, 2003. Print.

<sup>31</sup> Nuthall, Graham. *The Hidden Lives of Learners*. Wellington: NZCER, 2007. Print.

<sup>32</sup> "[What Is Deeper Learning?](#)" *Hewlett Foundation News*.. Web. 26 Dec. 2015.

Deeper learning requires that students collaborate and communicate with other students and community members to consider multiple points of view so that they may solve the problem. While empathizing with stakeholders, students will design solutions and evaluate the efficacy of their solution. Through this process, students become proficient in core content while developing enduring skills such as communication, collaboration, agency and creativity. Because students see the meaning of their studies, students' motivation to learn will increase, and as a result, they will acquire and retain more academic knowledge.<sup>33</sup> When learning is relevant to students' lives, they are more likely to develop positive academic mindsets. As students overcome challenging problems, they see the value of hard work and perseverance and they are more likely to take on greater challenges in the future. Our students will be competent and self-motivated lifelong learners because they will have the opportunity and freedom to solve authentic problems that are engaging and meaningful to them throughout high school.

#### Principle 4: Achievement Increases with Personalization

Teachers at Ipsos School will use project and problem-based learning pedagogy<sup>34</sup> to create common contexts to support deeper learning as described above. In addition to focusing on application of knowledge, project and problem-based learning enables teachers to differentiate learning experiences for students within the project or unit so that learning can be customized for each student. For example, within a unit of study, workshops will be directly targeted to students based upon data from assessments and students' self-identification of learning needs. As the teacher works with a group of students, other students will be self-directed in their learning, participating in small group discussions with their peers to solve problems, or utilizing online learning to help them develop surface level knowledge. Project based learning has been found to have the greatest gains for students in the application of knowledge<sup>35</sup> and development of skills such as collaboration, communication and agency. However, we will ensure that we are efficient as we support students in developing surface level knowledge too, so that they have the necessary understanding of core competencies to solve problems.

Blended instruction, or the combination of online learning with face-to-face learning, can help us personalize the learning experiences for students so that they may acquire knowledge appropriate to their needs and in their zones of proximal development.

In collaboration with their teachers, students will set short and long term learning goals to maximize students' achievement and engagement. Summit Public Schools have been leaders in the use of blended instruction and have developed a personalized learning platform ("PLP") that helps students make individualized goals through personalized

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<sup>33</sup> "Deeper Learning Defined | Hewlett Foundation." *Hewlett Foundation News*. N.p., n.d. Web. 26 Dec. 2015. <<http://www.hewlett.org/library/hewlett-foundation-publication/deeper-learning-defined>>.

<sup>34</sup> "What Is Project Based Learning (PBL)?" *What Is PBL?* N.p., n.d. Web. 26 Dec. 2015. <[http://bie.org/about/what\\_pbl](http://bie.org/about/what_pbl)>.

<sup>35</sup> Hattie, John. *Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement*. London: Routledge, 2009. Print., p.211.

learning plans.<sup>36</sup> We plan to use a similar platform to build online learning modules for students to learn. There will also be many opportunities for students to pursue their individual passions and interests during their Innovate Lab class. As we will describe in our curriculum and instruction below, Ipso School will provide flexibility for when, how, and what each student learns, so that we may maximize achievement and engagement.<sup>37</sup>

### Principle 5: A Growth Mindset Supports a Culture of Continual Learning

Carol Dweck's groundbreaking book, *Mindset: The New Psychology of Success* describes how our mindsets can have a profound influence on our achievement. Dweck compares the success of individuals with fixed versus growth mindsets and how they perceive risk of failure. Individuals with a fixed mindset believe their intelligence and talents are fixed traits. By contrast, individuals with a growth mindset believe that intelligence and talent are the result of dedication and hard work. As a result, individuals with a growth mindset are able to develop a love of learning and the resilience necessary to make great accomplishments. If a person with a growth mindset encounters a challenge, they see the challenge as an opportunity to learn and improve. Whereas a person with a fixed mindset sees challenges as an indictment that they are not good enough or smart enough. Dweck discovered that individuals with a growth mindset were more likely to achieve more because they took bigger risks, had less fear of failure, and saw effort as the path to success.<sup>38</sup>

At Ipso School, our teachers and leaders will create a culture where error is welcomed as a learning opportunity and where individuals feel safe explore as they develop knowledge and understanding. Charter School leaders and teachers will publicly demonstrate how they take challenges, learn from mistakes, and grow as a result. Our charter school structures and instructional practices will encourage students and staff to have a growth mindset. For example, as we will discuss in our curriculum and instruction section below, we will use competency based instruction and grading practices so that students are not penalized for making mistakes as they progress through the learning process. A student's grade will be a reflection of what they know and can do on summative assessments. Students will not be penalized if they need additional time or supports to learn content. Similarly, if students have already mastered content, they will move forward or deeper in their learning so that all students are appropriately challenged. Students will always have multiple opportunities to learn from mistakes and show improvement. Similarly, our staff will be encouraged to try new instructional practices which improve student engagement and achievement. Our staff will be evaluated based upon instructional and leadership competencies. Because everyone in our organization will be given the freedom and space to learn and take on greater challenges, we expect our staff and students to be engaged learners who make significant contributions to our community as well as the field of education.

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<sup>36</sup> "Self-Directed Learning at Summit Public Schools | FSG." FSG. N.p., 20 Aug. 2014. Web. 26 Dec. 2015. <<http://www.fsg.org/publications/self-directed-learning-summit-public-schools>>.

<sup>37</sup> Wolf, Mary Ann. Innovate to Educate: System [Re]Design for Personalized Learning, 2010 Report. Web. <<http://www.ccsso.org/Documents/2010%20Symposium%20on%20Personalized%20Learning.pdf>>

<sup>38</sup> Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House, 2006. Print.

As we strive to provide the highest quality education for our students, we will use data and research to help us continually improve. For example, our teacher teams will develop theories of action and collect data from their classes to identify aspects of their instruction that are working well, and how they may improve. Teachers will use data from assessments, surveys, classroom observations, and video footage to reflect upon their instruction so that they may improve. As an organization, Ipso School will collaborate with local universities Dominican University conduct educational research. These relationships will help our organization stay current on educational research while helping our charter school become a place of learning for our teachers and research partners.

## Principle 6: Relationships Support Learning and Empower Students

In order for our students and staff to continually improve and achieve at high levels, we will need to ensure that their basic needs are met. Abraham Maslow's hierarchy of needs describes how individuals need to have basic physiological and safety needs met before they may meet higher order needs such as love and belonging, esteem, and self-actualization. While research supporting the order of these needs in different age groups and cultures differs, the idea that universal human needs exist has been supported by recent research.<sup>39</sup> Fundamental needs such as food, housing, clothing, and health care will need to be met to ensure that all of our students will be able to achieve success. Ipso School will collaborate with local organizations such as Marin Community Clinics, Marin Food Bank, and other community based organizations to help provide our students and their families with access to affordable housing, food, and health care so that all of our students can thrive. These relationships will not only support our students, but our communities as well. Relationships with organizations such as these in our community will help our students identify relevant issues that they may help resolve. Our students will help these organizations improve services for our entire community.

Parents will also play an integral role in the charter school. Relationships with parents will allow us to ensure each student has a network of support to engage them. We will establish stakeholder teams, including a Parent Leadership Team and English Learner Advisory Council to address specific needs of our students. Elected members of these teams will report to the advisory board, which gives feedback to the principal, executive director, and Ipso Board of Trustees. Our advisory board will establish committees based on our needs as the charter school grows. The charter school will also host meetings with parents to provide information about our charter school, get feedback on how we can improve, and have parents share information with one another on how best to support our students. These services will be available in English, Spanish, or other primary languages for our families. Understanding that parents are a vital part of their kids' educations, parents will also be encouraged to volunteer in our charter school to help support student learning, however, a parent's willingness to volunteer will not affect admissions or student performance at Ipso.

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<sup>39</sup> Tay, L.; Diener, E. (2011). "Needs and subjective well-being around the world". *Journal of Personality and Social Psychology* **101** (2): 354–365.



Ipsos School will prepare all students for success in a four-year college/university by helping them develop the knowledge, skills, mindsets and *relationships* they need as they leave our charter school. Students will have greater opportunities as their networks of relationships expand in our charter school and in our broader community. Our core teachers will share the same students for two-years, extending the amount of time that relationships between students and teachers can grow and develop. In addition, students will have greater time to develop relationships with their peers within the core classes. While learning experiences will be personalized within classes, student groupings will be heterogeneous. This provides students with opportunities to forge friendships with students with different backgrounds and experiences. As a result, students will develop empathy for diverse perspectives and will see diversity as an asset to our community.

Throughout their high school career, students will have opportunities to participate in internships, conduct service learning projects, and job shadow in our community. Having role models from diverse socioeconomic backgrounds will help all of our students see themselves and others as capable of success. Seeing people from a wide range of gender, ethnic, and economic backgrounds as successful will help our students dispel biases so that we have more equitable outcomes in our charter school and in our broader society. Our charter school will be a networking hub that helps our students and community members collaborate to find solutions to common problems. The relationships that are formed will help support our students after they graduate and will help them become new community leaders.

## Curriculum and Instructional Design

### Instructional Focus

Ipsos School will focus on preparing all students to be successful in a four-year college/university upon graduation. We believe that all students should develop the knowledge, skills, mindsets and networks necessary to graduate from a four-year college/university. Our graduation requirements will mirror the University of California's "a-g" subject requirements to ensure that our students build a foundation of knowledge to allow them to pursue more advanced studies in college.<sup>40</sup> Ensuring that all students are held to this standard will help us close opportunity gaps that are pervasive in Marin County.<sup>41</sup>

Through the educational model that we outline below, teachers, students, parents, and community members will work closely to ensure that all students receive the supports needed to meet or surpass the University of California's "a-g" subject requirements. Ipsos School will focus on personalization of learning through our courses. Our program acknowledges that every student is unique, and therefore needs a personalized

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<sup>40</sup> "University of California." - *a-g Subject Requirements*. N.p., n.d. Web. 01 Jan. 2016. <<http://www.ucop.edu/aguide/a-g-requirements/>>.

<sup>41</sup> "12th Grade Graduates Completing All Courses Required for U.C. And/or C.S.U. Entrance All Students." *Statewide Graduation Numbers*. N.p., n.d. Web. 01 Jan. 2016. <<http://data1.cde.ca.gov/dataquest/stgradnum.asp?cChoice=StGrdEth&cYear=2013-14&cLevel=State&cTopic=Graduates&myTimeFrame=S&submit1=Submit>>.

educational plan to develop the knowledge, skills and networks necessary to be successful in a four-year college/university. Through frequent assessment, goal setting, and support, students will progress through a personalized learning program that addresses their unique needs.

In addition to ensuring that our students are prepared to succeed in a four-year college/university upon graduation, Ipso School will provide a wide range of opportunities for students to become active citizens and community leaders during high school. Ipso students will have opportunities to have internships, become entrepreneurs, and solve authentic problems that interest them in our local and global communities. Ipso School will help students explore and identify their passions, and help students develop the skills necessary to solve problems throughout their lives.

### Classroom Physical Environment

Our classrooms will have similar elements to ensure that each classroom will have a similar physical look in many ways. Each classroom will be equipped with movable tables and chairs to allow for a wide range of groupings to support whole class discussions, small groups, and individual work. Movable and permanent white boards will be positioned in multiple areas throughout the room, to allow for multiple workshops to occur simultaneously. Similar protocols, vocabulary, and project management tools will be displayed in the classrooms to create a common language to discuss processes that support learning.

We will also have a “maker space,” in which common resources and tools that students will be able to use to design and create prototypes of their creations. Tools and resources will include low-tech equipment such as soldering equipment, basic electronic equipment, hot glue guns, art supplies, and recycled materials. High-tech equipment will include 3-D printers, laser cutters, design software, and robotics equipment (phased in over four years as our budget and/or grant funding permits).

Every classroom will be equipped with an LCD projector and every teacher will have a laptop computer to support their work. Students will also be issued laptop computers to support differentiation of learning and empower students to make progress on their personal learning goals. We will use an online personal learning platform such as the open-source personalized learning platform developed by Summit Public Schools to help teachers personalize learning goals for students.<sup>42</sup>

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<sup>42</sup> Summit Public Schools, n.d. Web. 3 Jan. 2016. <<https://app.mysummitps.org/>>.

## School and Classroom Structure

### Core Structure Description

We will personalize learning through flexible use of time and space during our integrated core program. Each day, core teachers (ELA, mathematics, science, and social studies/history) will share the same three-hour block of time with the same students, so that the amount of time each teacher spends with a specific student can vary. Teachers will co-teach larger groups and individually instruct smaller groups based upon the team's instructional plan. Because teachers will share the time for instruction, students may engage with the teachers as necessary for various amounts of time to support their personalized learning needs. Students will engage in various groupings and instructional strategies including Socratic seminars, small group tutorials, whole class discussion and direct instruction, and individual work and reading time. Each teacher on the team will be responsible for ensuring that all students master learning goals from each subject area. While there will be content experts from each discipline to certify learning, teachers will work collaboratively to support each student's individual needs. Teachers will have at least three hours of time each week to collaborate with their team to support student learning. Please see Image 1 below for more details on how our core instruction period could be used.

### **Flexible use of time and space**

We believe all students can learn at high levels and can build the knowledge and skills they will need to be successful in a four-year college/university upon graduation. At the same time, students require different amounts of time to learn different content and skills. This core structure will provide teachers the flexibility of time and space they need to support each student. For instance, if a teacher team has determined that a student has mastered concepts in cellular biology, but needs more support in learning linear functions, the teacher team can extend the time the student has to learn mathematics.

### **Looping**

Students will have the same teaching team for two years in combined 9<sup>th</sup> and 10<sup>th</sup> grade classes. Because students will loop with the same teachers two years in a row, strong relationships will develop between teachers and students. The relationships will catalyze learning, as teachers will already know where students are in the learning process when the second year begins, and will not have to spend time determining each student's needs.

### **Fluid co-teaching partners**

This structure will also enable teachers to fluidly change co-teaching partners as they conduct interdisciplinary projects through project-based learning pedagogy. For example, a mathematics teacher might want to partner with a social science teacher to teach an interdisciplinary project on human population growth that explores logarithmic equations and conflicts regarding resource distribution. A few weeks later, that same math teacher might partner with the team's science teacher to lead a project where students design buildings to be more stable during earthquakes. Because some content lends itself to interdisciplinary connections better than others, this structure will help teachers make

interdisciplinary connections more naturally so that projects do not feel contrived. Conducting interdisciplinary projects will give teachers flexibility in time to support each student. At the same time, students will have common contexts to support the development of skills such as communication and collaboration.

Co-teaching will help teachers be more efficient as they provide instruction to students and maximize student learning. For instance, a social science teacher might lead a review workshop to all the students who need it instead of leading the same review workshops four times in different classes. Meanwhile, students who do not need the review workshop can continue learning through in-class activities, projects, labs, online instruction, or workshops with the other teacher(s). As teachers analyze assessment data, teams will be able to make these modifications to their structures and schedules on a daily or weekly basis to support learning. Please see Image 1 below for an example of how time and space could be utilized within our core class.

# Image 1: Core Structure: Example of Flexible Use of Time and Space

## Core Structure: Flexible Use of Time and Space



**Teachers:** Math, Science, History, English and Special Education  
**Students:** Approximately 132 students  
**Class Period:** 3 hours

### Flexible Use of Time

8:30-8:40 Mindfulness activity and overview of instructional goals and options.  
 8:40-9:10 Math and Social Science teachers each lead a workshop.  
 9:10-9:30 Flextime: Students work on their vodcasts, project research or get additional support.  
 9:30-10:00 Student groups that needed the other workshop can switch. If they don't need the workshop, they can continue making progress on their project.  
 10:00-11:35: Students work on their engineering project, attend a critical friends protocol, or attend a workshop as needed.

### Math and Social Studies Co-Teaching Room

In a co-taught math and social studies classroom, teachers are doing a PBL unit about terrorism. The math teacher is helping students create a model to assess the risk of terrorism in a variety of countries. She is leading a workshop where students are discussing how to identify variables that influence the risk of terrorism.

The social studies teacher is leading a workshop where students compare the causes and consequences of modern day terrorism to World War II.

Students who do not need the workshops are working in project groups and/or extending/remediating learning through vodcasts.

### English and Science Co-Teaching Room

A science and English teacher are co-teaching a PBL unit on the CA drought. The science teacher needs extra time today for the class to engineer their devices to conserve water.

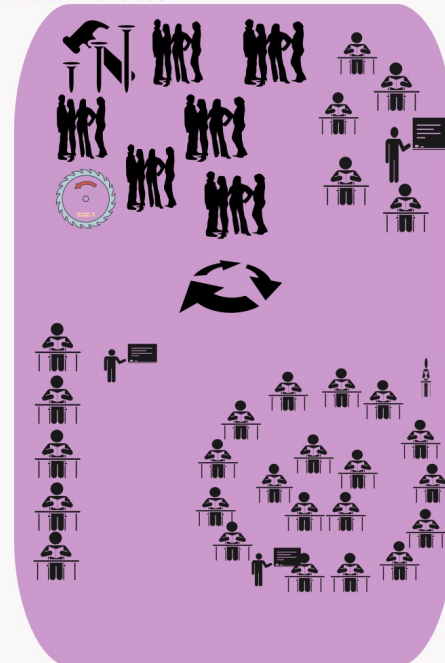
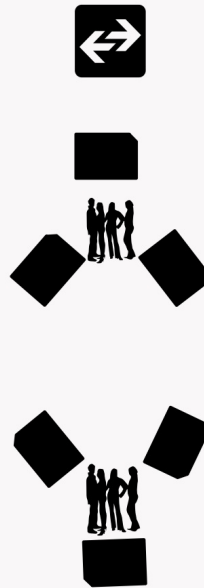
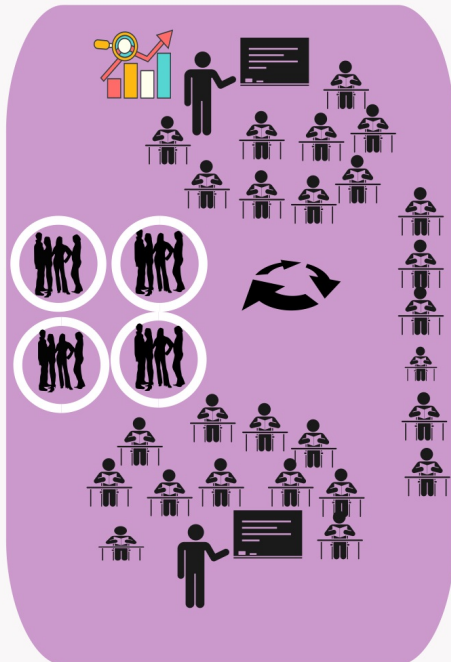
The science teacher gives feedback to students as they go through the design process.

The English teacher leads a Critical Friends Protocol for a group's proposed piece of legislation to conserve water. The class plans to submit their work to CA legislators in a few weeks.

Students who need more time to write their proposals are working quietly along the wall. A SPED teacher supports individual students in their writing.

Student groups that need to collaborate loudly are in the common areas.

### Flexible Use of Space



## **Competency-based learning and reporting**

Competency-based learning and reporting allows students to access content and excel at individual rates. Competency-based learning is defined by the International Association for K-12 Online Learning (“iNACOL”) and includes five essential elements:

1. Students advance upon mastery.
2. Competencies include explicit, measurable, and transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.<sup>43</sup>

At Ipso, teacher teams will outline all of the specific learning outcomes (based on Common Core State Standards, Next Generation Science Standards, History-Social Science Standards and habits of success) that will be taught over a two-year period. They will develop a curriculum outline for two years that will provide opportunities for interdisciplinary projects and will appropriately scaffold and sequence learning goals in each content area. Teachers will generate learning progressions and proficiency scales for each learning goal that will be uploaded to the learning management system.

Throughout each project/unit, teachers will use pre-assessments and formative assessments to determine where students are in their learning process. Based upon students’ levels of proficiency, students will take different paths within a project. For example, if teachers determine that a student is proficient on specific learning outcomes through a pre-assessment, that student may skip a workshop or activity to delve deeper into the topic at hand or make progress towards the project that students are working on. Similarly, if teachers determine that a student is missing prerequisite knowledge that other students have, they may hold an additional workshop within the project to help students accelerate their learning.

While individual teachers will be responsible for certifying learning in their specific content areas, all teachers on the team will ultimately need to ensure that all students are proficient in each content area. This will require students and teachers to communicate together to support students in their progress towards learning goals.

## **Blended learning**

Teachers (and students) will prepare online content with embedded assessments to conduct specific lessons in their content area(s). As students interact with various forms of media online, they will collaborate with peers and take assessments. Assessment data

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<sup>43</sup> Sturgis, Chris. "Progress and Proficiency: Redesigning Grading for Proficiency Education." *International Association for K-12 Online Learning* (2014): n. pag. Web. 3 Apr. 2016. <<http://www.competencyworks.org/wp-content/uploads/2014/01/CW-Progress-and-Proficiency-January-2014.pdf>>.

will automatically be uploaded and teachers will analyze data to determine which interventions are needed. Students will get immediate feedback on their learning through the system. Based upon each student's level of understanding, teachers will follow-up with students to tease out misconceptions and extend learning through face-to-face discussions and workshops. In addition, students will be able to access personalized online playlists that will target specific gaps in their knowledge and understanding.

### **Project-based learning**

In order for students to be engaged and to develop an enduring understanding of content, we need to contextualize knowledge and skills for students. Teacher teams will be in regular communication with community members and will identify challenging local and global issues to provide contexts for interdisciplinary work. For example, a local farmer may need to modify the crops that she grows due to changes in precipitation, changes in government subsidies, or changes in demand for a crop. This context could connect content in environmental science, economics, and statistics coursework. Project-based learning provides a common experience for all students to make meaning of their learning and develop important skills such as agency, collaboration, and communication. At the same time, it provides the opportunity for students to learn at their own paces within a project, and to identify their own areas of growth. Throughout a project, students will need to reach out to experts in the field(s) that they are studying. Project-based learning does not preclude direct instruction - rather they are all complementary aspects of learning. Teachers will utilize flexible space and time as described above in order to strategically group students for direct instruction and content delivery to augment the project process.

Our community liaison will develop community relationships and identify Charter School and community needs. In addition, internet services such as Nepris.com, Skype, LinkedIn, Twitter, and other social media will help students and teachers connect with professionals who can support learning and widen our students' professional networks. We will incorporate authentic audiences for project presentations to add a level of urgency to the learning process, as students are truly informing how some of our biggest societal issues need to be addressed. Projects will be developed with input from students and our community so that the work students do in class is the work of the world.

## **Curriculum and Software Supports to Facilitate Instruction**

### **Core Content**

#### **English Language Arts**

All students will participate in the interdisciplinary projects to ensure that students develop enduring skills such as collaboration, communication, creativity and agency. Instruction of content within the projects will be needs based.

In terms of software tools in English language arts, we plan to use software such as Accelerated Reader 360 or Classworks to direct students to texts that are at the appropriate lexile level, a student's reading ability level. We will also use software such

as Write Lab, which gives students feedback on their writing in real time. Tools such as these provide suggestions to improve grammar, syntax, concision, and organization.

Our English Language Arts curriculum will be CCSS aligned. In the 9th and 10th grade, students will take CCSS aligned English language arts within the core period. In the upper grades, students will take AP Language and Composition and Literature courses within the core period. Students will have the option during their 11th or 12th grade years to take AP Literature. While our English learners will be mainstreamed in our core classes, additional support will be provided by our English teacher during class and through English Language Development support for up to four days per week. In their blended learning sessions, students will have access to online support through programs such as Khan Academy, No Red Ink, Compass Learning, and CK-12 Flexbooks to support their personalized playlists.

## **Math**

Mathematics will be taught within our core program from the 9th-11th grades as integrated mathematics. Integrated mathematics will allow us to contextualize mathematical concepts within interdisciplinary projects. Our 12th grade students will take Statistics and upperclassmen will have the option to take Calculus in addition to their core mathematics class. As in all of our projects, the content within projects will be based on students' needs. All projects will be tied to specific mathematics content, tailored to their needs through modular lessons. As students are proficient in mathematics learning goals, students will choose applications of their choice to explore mathematics concepts further. For example, students may use their mathematics skills to design a new building for our charter school, make predictions on players in a fantasy sports league, or make recommendations to potential investors in the stock market.

Mathematics content will be aligned with CCSS and will focus on conceptual understanding and application to relevant contexts. Students will be provided with an integrated mathematics curriculum to give teachers and students more flexibility in how and when students learn specific learning goals. There is also evidence that an integrated mathematics curriculum can yield higher achievement scores than mathematics taught in traditional disciplines. In a 2013 longitudinal study published in the *Journal for Research in Mathematics Education*, authors James Tarr and Douglas Grouw reported, "Students in the integrated curriculum scored significantly higher than those in the subject-specific curriculum on the standardized achievement test."<sup>44</sup>

In addition, an integrated approach will allow core teachers to maximize their use of time while integrating Next Generation Science Standards and Common Core State Standards. An integrated approach to mathematics will overcome the challenge science and humanities teachers face when trying to collaborate with multiple math teachers when

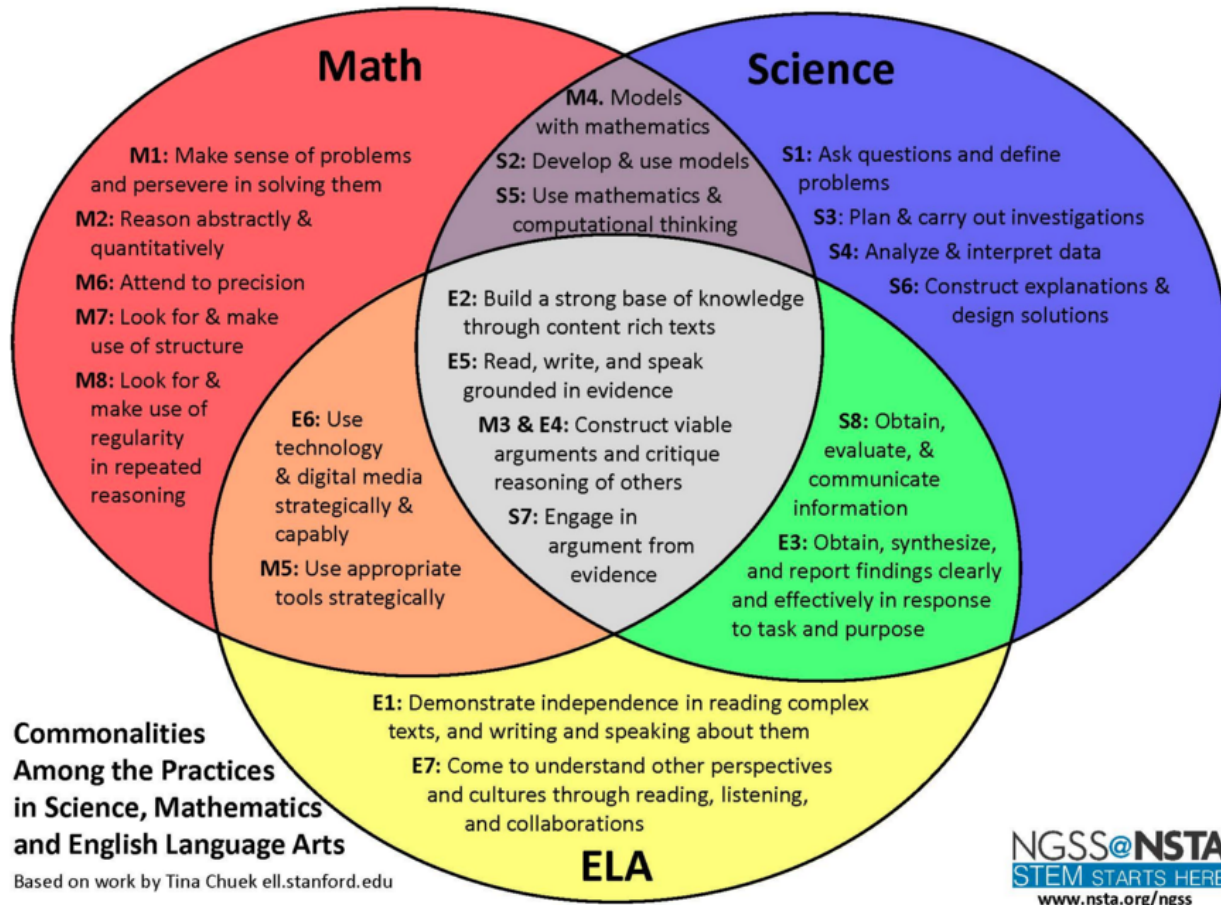
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<sup>44</sup> James E. Tarr, Douglas A. Grouws, Óscar Chávez, and Victor M. Soria. The Effects of Content Organization and Curriculum Implementation on Students' Mathematics Learning in Second-Year High School Courses. *Journal for Research in Mathematics Education*, July 2013, Volume 44, Issue 4, Page 683



students are tracked in traditional schools. Specifically, our teachers will be well equipped to address content overlap areas such as those depicted in Image 2 below.

**Image 2: Content and Skill Overlap of the Next Generation Science Standards and the Common Core State Standards<sup>45</sup>**



Using an integrated approach will allow our teachers to contextualize interdisciplinary problems while differentiating learning experiences with heterogeneous math achievement backgrounds. Curriculum and software products that will help our teachers personalize instruction include content from C-K12 Flexbooks, Khan Academy, Sophia and Next Lesson. The learning management system we select will help our teachers differentiate learning experiences for students within heterogeneous classrooms.

In addition to mathematics instruction during our core time, our math teacher will have math tutorial each week to offer additional targeted support. Students who are below grade level in math content understanding will be offered extra help in the afternoon as needed. While we anticipate many students will need additional interventions to

<sup>45</sup> *Commonalities Among the Practices in Science and Engineering in the NGSS and Mathematics in the CCSS*, NGSS Science and Engineering Community. Web. < [http://teachingcommons.cdl.edu/ngss/science\\_math/](http://teachingcommons.cdl.edu/ngss/science_math/)>

accelerate their learning, we will also ensure that this support still allows time for students to explore their passions during Innovate lab.

## **Science**

Science will be taught within our core period. Science content will be aligned with the Next Generation Science Standards and the Common Core State Standards. Students will learn science through a three-year integrated science pathway from the 9th-11th Grades. During the 12th Grade year, students will have the option to take AP Environmental Science or another science elective. Please see Appendix 4.7 for a sample Course of Study for the first year of the Integrated Science pathway. A full curriculum will be submitted prior to the opening of the Ipso School.

All of our interdisciplinary projects will connect at least two disciplines at a time. This will allow us to maximize our impact on student learning where these subjects overlap in content and skills. Within each project, students will have voice and choice in how they learn, what they learn and the products that they produce. Emphasis will be placed on applying engineering principles to solve real world problems. Students will identify problems, and design experiments to regularly test the efficacy of their solutions.

Our community liaison will regularly connect students with local internship opportunities such as with the Marin Community Clinics or local biotechnology companies. We will also bring experts into our class through our personal connections and/or an online service called Nepris that connects educators with industry experts.

Online curriculum that will support personalization and student agency might include C-K12 Flexbooks, Eduvee, Next Lesson, Molecular Workbench and Khan Academy. Additionally, our teachers may use eduCanon to embed assessments into online videos for quick analysis, remediation and extension of learning.

## **History/Social Studies**

Ipso School's social studies/history curriculum will be in two year cycles. The 9th and 10th grade students will study government, economics and world history while the 11th grade will study US History and 12th grade students will study current global events and other electives. Again, the flexibility and personalization will come in students being supported as needed to develop history skills and knowledge.

Courses will be aligned with the Common Core State Standards for History/Social Studies the History-Social Science Content Standards, and the California History-Social Science Framework. Curriculum will be drawn from sources like the Stanford History Education Group's Read Like a Historian, Historical Thinking Matters materials, the National History Education Clearinghouse (Teachinghistory.org), The Big History Project, and World History for Us All. Students can access news articles at their own reading levels through software such as Achieve 3000, and will also have access to the Khan Academy and other online resources and original curriculum through our learning management system. Our charter school will view history through a social justice lens, so we will also embed resources such as those from Perspectives for a Diverse America into our curriculum.

## **Collaboration and Documentation of Learning**

Throughout our charter school, students will use cloud based applications such as Google Drive to collaborate and share documents. Students will use applications such as WeVideo and LucidPress to make digital content to share with authentic audiences. Students will regularly create their own blogs, websites, and share work via social media. Finally, they will create digital portfolios using application such as Google Sites to connect with authentic audiences for their work. These portfolios will also be used to demonstrate skills with potential internships in our community. Students will include sample works from projects along with written reflections on their learning experiences and community connections. The use of digital portfolios will make classwork and projects more meaningful because students will be able to share their work with community networks to increase their access to professional and educational opportunities as they apply for schools, internships and jobs.

## **Innovate Lab**

### **Innovate Lab Structure**

Core teachers, along with administration and support staff, will each spend time supporting student research and work in the Innovate Lab. During this time, students will organize themselves according to interest (with support from teachers), to further pursue learning in their areas of interest. That exploration will take place within the context of a real-world problem or question, but will not be guided by specific content learning. Instead, students will learn the skills and habits of success to conduct authentic research, and will direct their own learning in a content-area of their choosing. Teachers will individualize learning for students to either remediate or expand upon topics and/or concepts. Based on their interests, students will build partnerships with each other, local, national and international organizations, and community members to solve both local and global problems or to dig more deeply into a subject of interest.

### **Elements of the Innovate Lab**

Innovate Lab is a time and space for students to pursue their passions while they find their purpose and develop skills in design thinking. Student interest may be sparked by a project they do in their core period, an internship, an extracurricular passion, or a question that arises at the family dinner table. The Innovate Lab process will be guided by Ideo's Design Thinking for Educators<sup>46</sup> as well as the lessons and resources developed by Design For Change, and their "Feel, Imagine Do, Share" process described below.<sup>47</sup>

Feel: "This step asks young people to observe and list the issues in their community that bother them. Young people then choose one issue that they would like to change. They explore why this situation bothers them, why it is the way it is, who is part of the problem and who is affected by the problem." At Ipsos School, students will delve into problems in

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<sup>46</sup> See resources at Design Thinking for Educators Website: <http://www.designthinkingforeducators.com/>

<sup>47</sup> See resources at Design For Change Website: <http://www.dfcworld.com/>

the local, national, or global community, building empathy for others while they discover their passions.

Imagine: “This step encourages young people to interact with the people of their community to identify points of intervention and possible solutions. Young people create their best-case scenario and re-design the situation to make it better.” This step will be used to cultivate students’ empathy and creative thinking capacities; brainstorming and first-round prototypes will occur mostly during studio time. If students would like to work on a national or global issue, they can connect with local NGOs or pursue conversations via Skype to get mentoring from those more deeply involved.

Do: “Young people develop a plan of action, keeping in mind the resources, budget, time and human resources they have available and those they need to acquire. They then implement this plan, iterating on it at every stage.” In this execution phase, students will develop project management skills; this work will occur both in the community and during studio time. Students may form teams, and for larger projects, older students might recruit younger students who have similar interests.

Share: “The final step is to share the story of change and inspire others to get involved or start their own project. We encourage teams to host celebration events and to invite members of the school/community!” This will occur in the form of showcases at the end of each semester, in which students will present their work to local business, government, and media officials.<sup>48</sup> Public exhibitions, websites, models, papers and other forms of presentations will allow students to share their work with a larger audience.

*Intrascholastic Partnerships:* Innovate Lab is designed to bring students of varying grade levels together to address interest-driven problems. Upperclassmen will act as the project managers for each group, as well as mentor underclassmen through the Innovate Lab process. This will help us build and reproduce our charter school’s culture from year to year and will help students develop enduring skills such as collaboration, creativity, communication and agency.

## Second-language Study

Ipsos values the study of at least one non-native language, and has established it as a graduation requirement. For at least the first few years of the Charter School’s operation, students will primarily study their second language through an online program such as the Brigham Young University’s (“BYU”) teacher led online high school program in the afternoon periods with support from a para-educator and their advisor. The Charter School will comply with independent study legal requirements under Education Code Section 51745 et seq., including adopting a Board policy and utilizing master agreements.

Our budget model is currently based on BYU’s online course offerings, however, we will continue to explore alternate providers that provide quality instruction within our budget. We understand that online learning on its own is not enough, however, so we will augment

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<sup>48</sup> [www.designforchange.org](http://www.designforchange.org)

second language study in multiple ways. The second most-often spoken language in Marin County is Spanish, so our second-language study will focus mostly on this language, unless students have other interests.

### **Language Cafe**

Students will sit with each other and converse in the target language, facilitated by more advanced speakers. As part of our model, students will be encouraged to make connections with their peers in order to support each person's needs. For example, a native Spanish speaker and a native English speaker could meet twice-weekly for conversation in Spanish and English, either in the morning before school, in one of the afternoon periods, or even after school. One would be supported as an English learner, while the other as a Spanish learner. We believe this would help to empower both individuals in becoming comfortable with a foreign language. Students will also be connected with native speakers through free worldwide video conferencing software such as Google Hangout. For example, Ipso may create opportunities for students to connect with senior citizens around the world who long to connect and share their experiences and stories. This could provide students a great opportunity for students to practice speaking and listening with native speakers around the world.

### **Community Internships and Projects**

When possible and useful, part of internships and community projects will include communication in a second language. This could include written communications, public speaking, and other opportunities to practice. Because the community of San Rafael is diverse, we believe that students should become fluent in bridging cultural gaps in order to not only help their community, but also prepare them for the ever globalizing world.

### **Competency Certification**

Through the methods above, Ipso School, with the online provider, will certify that students have achieved the level of second language necessary to meet the UC "e" subject requirement.

### **Visual and Performing Arts**

We believe that art and artistic expression are key components of a complete education. Art will be accessible and encouraged in many ways for Ipso Students, and we will ensure that through our course integration, students meet the UC "f" art requirement. By creating a progression of standards within our Learning Management System, students will be able to show competency in the 12 National Core Arts Standards.<sup>49</sup>

### **Core Period Integration of the Arts**

Core teachers will incorporate the arts into projects within the core subject period. Examples could include creating the artwork for a media campaign about the California drought by researching and understanding the qualities of good campaign artwork.

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<sup>49</sup> <http://nationalartsstandards.org/>

### **Innovate Lab Integration of the Arts**

Students may choose to pursue a project entirely founded in the arts, such as studying the history of murals in the Mission District in San Francisco and creating their own mural. In addition, Innovate Lab projects could include artistic expression, especially in the creation of an exhibition video or publication.

### **Advisory**

Each student will be enrolled in an advisory where they develop long and short term goals and make plans for how they will manage their time to accomplish their goals. Students will use a learning management system “LMS” that supports their personalized learning plan. This technology will help students learn content based upon their individual needs, get feedback from their teachers, and make personal, academic and health related goals. During advisory, students will participate in weekly coaching session from their advisor where they learn to build upon their strengths, learn from mistakes, and advance towards their goals.

### **Internships**

Students may select internships and work related to an artistic field, such as in a museum, with a film production studio, or volunteer work teaching art to younger students. Because our afternoon schedule is flexible, Ipsos students will be able to pursue outside interests in the arts as they want. We will connect with local artists to conduct mini-courses on site to introduce students to new arts. In addition, students will have the flexibility to leave campus for band practice or to participate in a local dance or theater program. Part of our community outreach will be connecting students with such opportunities. Internships will be offered as optional components of various courses such as Innovate Lab, but they will not be required for graduation.

### **Physical/Wellness Education**

The Charter School encourages students to develop their physical abilities and fitness. We may offer before and after school enrichment activities such as running, yoga, and team sports depending upon interest and facility availability. All students will have fitness goals in their personalized learning plans and will reflect on their progress with their advisor. Ipsos will administer mandated physical fitness tests.

Health and wellness instruction will be offered as electives throughout the four years. Students will learn key health standards through solving real world problems in collaboration with local organizations such as the Marin Community Clinics. Emphasis will be placed on students evaluating data and research to make healthy and responsible choices throughout their lives.

### **Elective Courses**

Ipsos students will drive their own learning in the Core Period and Innovate Lab. They will also go deeper into desired content through elective courses. The mini courses will be new material covered as a direct result of student, teacher and community desire, and the extensions will take the learning deeper where students are interested. Extensions

and mini courses will also engage teachers in their individual passions by allowing them to organize and promote opportunities for students.

We will create mini courses based on student and teacher interest and student need. We anticipate that all members of the community will teach mini courses in myriad subjects including core and electives. Possibilities include robotics, dance, journalism, epidemics, current affairs, etc. Courses will change on a quarterly rotation, based on interests and availability.

### Course offerings and graduation requirements

Students will work through the curriculum at Ipso in two-year cycles in mixed aged groups. Differentiation will take place within the projects rather than by “skipping” grades or being held back. All students will have completed the University of California’s “a-g” subject requirements when they graduate.<sup>50</sup>

#### Graduation Requirements

Although Ipso students will complete more courses based on our schedule, the graduation requirements will be based on the UC “a-g” subject requirements. If a student is many grade levels behind when they come to us, they might need more time learning the skills and content of the graduation requirements and less time with the electives. In addition, all Ipso students will earn more credits in the core subjects if they attend Ipso for four years, as they will complete our four-year course of study.

Curricular Area	Ipso Graduation Requirement
History/Social Science	30 credits, including 10 credits of world history, world cultures and/or world geography; 5 credits of US History; 5 credits of government and 5 credits of economics.
English	40 credits of CCSS aligned English.
Mathematics	30 credits of college-prep integrated mathematics.
Science	30 credits of NGSS Science (at least 20 credits of laboratory science including physical and biological science) (this is higher than UC “a-g” subject requirements, which only require 20 credits of laboratory science).

<sup>50</sup> UC a-g Course Requirements. Web. <<http://www.ucop.edu/agguide/a-g-requirements/index.html>>

Spanish or other World Language	20 credits
Visual and Performing Arts	10 credits
Health and Wellness Electives	2.5 credits
Additional College Prep electives, such as AP Course Offerings or additional Language or Visual and Performing Arts Electives	10 credits
Additional electives	57.5 credits
Digital Portfolio - demonstration of skills acquisition through grades 9-12.	Demonstrating competency of knowledge, skills and networks over four years (or time they are students at Ipsos).



## Course Offerings

Curricular Area	9th- and 10th-grade cycle	11th Grade	12th Grade	Additional Course Offerings
Math	Integrated Math 1 and 2 *Integrated Math Combines both Algebra and Geometry over 3 years.	Integrated Math 3	Statistics or AP Statistics*	AP Calculus
English/ ELA	English Language Arts 9/10	English Language Arts 11 or AP Language and Composition*	English Language Arts or AP Literature*	English Language Development Support Class
Science	Integrated Science 1 and 2	Integrated Science 3	Environmental Science or AP Environmental Science*	AP Chemistry AP Biology Computer Science
Social Science	Government, Economics, World History	US History or AP US History*	Global and Contemporary Studies	AP Government
Languages Other Than English	See description above. Students will enroll in online courses such as those through Brigham Young University and collaborate with community members during our Language Cafe.  Opportunity to take AP Spanish Language and Literature course			
Non-core Courses and electives	<p>Innovate Lab, Health and Wellness, Mini Courses**, and Electives***(At least 10 credits of UC approved Visual or Performing Art coursework required).</p> <p>**Possible mini courses could include robotics, dance, journalism, nutrition, personal finance, mindfulness, film, or other courses based on student input, teacher passions, and administrator approval.</p> <p>***Possible Visual and Performing Art courses could include Digital Media Design and Production, Studio Art, or Photography. Course offerings will be based on student input, teacher passions, and administrator approval. Students may take courses not offered at Ipso School through alternative providers such as local colleges and universities and online courses subject to administrator and family approval.</p>			

\*Classes of students will be heterogeneously mixed and students will be allowed to choose the level of rigor they want to achieve in each course. Learning goals for each course of study will establish the levels of proficiency necessary to have mastered course content. As such, students enrolled in AP Environmental Science could be in the same class as students enrolled in Environmental Science. Learning goals will be similar for each class, but students in AP Environmental Science will need to demonstrate a higher level of understanding of course content to earn the AP credit. The course showing up on each student's transcript will be competency based: students passing all AP level modules by the end of the course will receive AP designation.

## Curriculum and Standards

Content Area	Course/Standards	Possible Curriculum Resources
<b>English</b>	<p>COURSES: 9/10: CCSS aligned English Language Arts.</p> <p>11 and 12: CCSS aligned English Language Arts and AP Language and Composition.</p> <p>STANDARDS: Common Core State Standards for English/Language Arts<sup>51</sup></p> <p>AP Language and Composition<sup>52</sup></p>	<p>National Council of Teachers of English<sup>53</sup></p> <p>No Red Ink<sup>54</sup></p> <p>Compass Learning<sup>55</sup></p> <p>CK-12 FlexBooks<sup>56</sup></p>
<b>Mathematics</b>	<p>COURSES: 9/10: Integrated Math 1 and 2</p> <p>11: Integrated Math 3</p> <p>12: Statistics, AP Statistics or other math elective</p> <p>CONTENT STANDARDS: CCSS Math<sup>57</sup></p> <p>AP Statistics<sup>58</sup></p>	<p>Common Core Standards for Math Appendix A - Designing High School Mathematics Courses Based on Common Core Standards<sup>59</sup></p> <p>YouCubed at Stanford University<sup>60</sup></p> <p>Khan Academy<sup>61</sup></p> <p>National Council for Teachers of Mathematics<sup>62</sup></p>

<sup>51</sup> Common Core English Language Arts Standards. Web. <<http://www.corestandards.org/ELA-Literacy/>>

<sup>52</sup> AP English Language Arts. Web.

<[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2123.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html)>

<sup>53</sup> National Council of Teachers of English. Web. <<http://www.ncte.org/>>

<sup>54</sup> No Red Ink. Web. <<https://www.noredink.com/>>

<sup>55</sup> Compass Learning. Web. <<https://compasslearning.com/>>

<sup>56</sup> CK12, Free Online Textbooks. Web. <[www.ck12.org](http://www.ck12.org)>

<sup>57</sup> Common Core Math Standards. Web. <<http://www.corestandards.org/Math/>>

<sup>58</sup> AP Statistics. Web. <<https://apstudent.collegeboard.org/apcourse/ap-statistics>>

<sup>59</sup> Common Core Standards for Math Appendix A. Web. <[http://www.corestandards.org/assets/CCSSI\\_Mathematics\\_Appendix\\_A.pdf](http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf)>

<sup>60</sup> YouCubed at Stanford University. Web. <<https://www.youcubed.org/>>

<sup>61</sup> Khan Academy. Web. <<https://www.khanacademy.org/>>

<sup>62</sup> National Council for Teachers of Mathematics. Web. <<http://www.nctm.org/>>

<p><b>Social Science</b></p>	<p><b>COURSES:</b>  9/10: Government, Economics, World History</p> <p>11: US History, AP US History</p> <p>12: Global and Contemporary Studies or other elective of choice</p> <p><b>CONTENT STANDARDS:</b>  CCSS for History/Social Studies and the History-Social Science Content Standards  Grades 9/10<sup>63</sup></p> <p>Common Core for History/Social Studies and the History-Social Science Content Standards Grades 11/12</p> <p>CA State History/Social Science Framework (currently in draft form)<sup>64</sup></p>	<p>Buck Institute for Education: Project Based Economics<sup>65</sup></p> <p>Stanford History Education Group: Reading Like a Historian &amp; Historical Thinking Matters<sup>66</sup></p> <p>National History Education Clearinghouse<sup>67</sup></p> <p>Perspectives for a Diverse America<sup>68</sup></p> <p>Big History Project<sup>69</sup></p> <p>Expeditionary Learning</p>
<p><b>Science</b></p>	<p><b>COURSES:</b>  9/10: Integrated Science 1 and 2</p> <p>11: Integrated Science 3</p> <p>12: Environmental Science, AP Environmental Science, or other elective</p> <p><b>CONTENT STANDARDS:</b></p>	<p>CK-12 Flexbooks</p> <p>Molecular Workbench<sup>72</sup></p> <p>LearnZillion<sup>73</sup></p> <p>EduCanon<sup>74</sup></p> <p>Buck Institute for Education</p>

<sup>63</sup> Common Core English Language Arts standards Grades 6-12 Literacy in History/Social Studies. Web. <<http://www.corestandards.org/ELA-Literacy/RH/9-10/>>

<sup>64</sup> Draft CA State History Social Science Framework 2014 - 2016. Web. <<http://www.cde.ca.gov/ci/hs/cf/hssfw2ndreview.asp>>

<sup>65</sup> Buck Institute for Education - Curriculum - Project-based Economics. Web. <<http://bie.org/curriculum>>

<sup>66</sup> Stanford History Education Group. Web. <[https://sheg.stanford.edu/home\\_page](https://sheg.stanford.edu/home_page)>

<sup>67</sup> National History Education Clearinghouse. Web. <<http://teachinghistory.org/>>

<sup>68</sup> Perspectives for a Diverse America. Web. <<http://perspectives.tolerance.org/>>

<sup>69</sup> Big History Project. Web. <<https://school.bighistoryproject.com/bhplive>>

<sup>72</sup> Molecular Workbench. Web. <<http://mw.concord.org/modeler/>>

<sup>73</sup> LearnZillion. Web. <<https://learnzillion.com>>

<sup>74</sup> EduCanon. Web. <<https://www.playposit.com/>>

	<p>Next Generation Science Standards<sup>70</sup></p> <p>AP Environmental Science<sup>71</sup></p>	<p>Expeditionary Learning<sup>75</sup></p>
<p><b>Art</b></p>	<p>Courses: UC approved courses of study through Visual and Performing Arts Electives.</p> <p>Innovate Lab</p> <p>Mini Courses, Internships or study in the community.</p> <p>Standards: National Core Arts Standards<sup>76</sup></p>	<p>Google Cultural Institute<sup>77</sup> Sophia</p> <p>Chromatik<sup>78</sup></p>
<p><b>Design Thinking and Social Emotional Learning</b></p>	<p>-Embedded throughout all courses, especially Innovate Lab</p> <p>Content: Using Design Thinking to plan and execute projects.</p> <p>Develop and apply creative solutions to global and community problems using design thinking.</p> <p>Manage projects, use timelines, organize work, find support as needed.</p> <p>Social and Emotional Learning.</p>	<p>K12 Lab Network<sup>79</sup></p> <p>Design for Change<sup>80</sup></p> <p>Design Thinking for Educators<sup>81</sup></p> <p>Collaborative for Academic, Social and Emotional Learning<sup>82</sup></p> <p>EdgeMakers<sup>83</sup></p>

<sup>70</sup> Next Generation Science Standards for California. Web. <<http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>>

<sup>71</sup> AP Environmental Science. Web. <<https://apstudent.collegeboard.org/apcourse/ap-environmental-science>>

<sup>75</sup> Expeditionary Learning. Web. <<http://commoncoresuccess.eleducation.org/curriculum>>

<sup>76</sup> National Core Art Standards. Web. <<http://www.nationalartsstandards.org/>>

<sup>77</sup> Google Cultural Institute. Web. <<https://www.google.com/culturalinstitute/home>>

<sup>78</sup> Chromatik. Web. <<https://www.chromatik.com/>>

<sup>79</sup> K12 Lab Network. Web. <<http://www.k12lab.org/>>

<sup>80</sup> Design for Change. Web. <<http://www.designforchange.us/>>

<sup>81</sup> Design Thinking for Educators. <<http://www.designthinkingforeducators.com/>>

<sup>82</sup> Collaborative for Academic, Social and Emotional Learning (CASEL). Web. <<http://www.casel.org/>>

<sup>83</sup> EdgeMakers. Web. <<http://www.edgemakers.com/>>

<b>Health</b>	<p>Course: Health and Wellness Electives</p> <p>Standards: Health Education Content Standards for CA Public Schools.<sup>84</sup></p>	<p>Not in Our Town<sup>85</sup></p> <p>Collaborative for Academic, Social and Emotional Learning</p>
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### **Ipsos School Schedule and Calendar**

Ipsos School will meet the legal requirements of at least 175 days of instruction annually, and 64,800 instructional minutes annually for grades 9 - 12. See Appendix 4.4 for a sample daily schedule; Appendix 4.3 for a tentative calendar for the 2017 - 2018 school year; and Appendix 4.6 for a calculation of the annual instructional minutes. Ipsos School will have no chronic absenteeism (defined as missing 10% or more school days) school wide and for all subgroups.

## **A Culture that Supports**

### **Culture of collaboration and accountability**

We want our teachers and administrators to model the same enduring skills that we want our students to develop: collaboration, communication, agency, and creativity. This core structure will necessitate that teachers share assessment data regularly to negotiate how to support each student as they revise personalized learning plans. Through data analysis, observations and co-teaching, teachers will share best practices and improve their skills in support of students. Teachers will collaborate together to ensure that every student is proficient or advanced in all subject areas. Structures for collaboration will be embedded in our instructional coaching program to help teams identify their strengths and deficits to improve. Common prep periods in the afternoons along with Wednesday early-release time will be used by core teams to analyze data and make adjustments to the schedule and revise lesson plans on a daily and weekly basis. All teachers will have the opportunity to collaborate during the early-release time on Wednesdays. This collaboration will be evident to students, as students will see the value of working together and teachers will model how to overcome challenges of working in a team.<sup>86</sup>

### **Positive and productive relationships that empower**

Conflicts and tensions will inevitably arise as students, teachers, and community members work together in such intimate professional relationships. Because we believe that everyone in our community matters and that relationships are central to our success, we will develop a restorative culture to build, maintain, and repair relationships when necessary. For instance, administrators will have check-ins at least every other week with

<sup>84</sup> Health Education Content Standards for CA Public Schools. Web. <<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>>

<sup>85</sup> Not in Our Town. Web. <<https://www.niot.org/nios/standards>>

<sup>86</sup> Martinez, Monica, and Dennis McGrath. *Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-first Century*. N.p.: n.p., n.d. Print.

teaching teams to assess the strength and productivity of the relationships in teaching teams. Protocols will be used to help members develop empathy for one another and work towards solutions that take everyone's voice into consideration. Regular team check-ins will help teams resolve issues quickly so that focus can be maintained on student learning.

In the classroom, teachers will similarly use relational and restorative practices to build a culture where there is a high level of support and accountability for each student. Teachers will use "circles" and protocols to give every student a voice during discussions. Teachers will scaffold risk taking throughout the year so that students' trust in one another increases over time. For example, at the start of a project/unit, teachers will use icebreakers to help students have fun and feel safe through a low risk scenario. In the middle of a project, teachers might use protocols to check in on a group's productivity. The protocols will help students develop empathy for one another and help them to resolve their problems. By the end of the project/unit, students will have had so many opportunities to give each other feedback that they will be able to speak honestly during a high-risk discussion where students give feedback on each other's collaboration and communication skills. Throughout each project/unit, teachers will celebrate growth and provide forums to overcome tensions. Students will learn how to build and maintain highly effective teams with a wide range of personalities and skillsets. Through working in diverse classes with a wide range of abilities, students will learn to develop empathy and appreciation for those that are different from them.

### **Connections that catalyze equity**

Social isolation is a common factor in maintaining inequities amongst our student population before, during, and after their time at our charter school. By embedding community connections and intrascholastic partnerships in our students' daily interactions, we provide the mechanism to bridge the opportunity gap and continue to build upon their enduring skills. These relationships will continue to inform and change the trajectory of our students' future college and career endeavors.

Research on social capital shows that resources necessary for success - including information, ideas, power, influence, leads, and even emotional support - exist in networks of relationships. Our model helps students build the social capital they will need to realize their short term and long term goals.<sup>87</sup>

### **The Role of the Teacher**

Ipsos teachers will create learning environments where students are actively engaged in the pursuit and construction of knowledge. They will serve as both facilitators and activators of learning so that students develop the skills and knowledge necessary to be self-motivated, competent and lifelong learners. Ipsos teachers will serve the following roles to support student learning and establish a joyful and productive school culture:

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<sup>87</sup> Baker, Wayne E. *Achieving Success through Social Capital: Tapping the Hidden Resources in Your Personal and Business Networks*. San Francisco: Jossey-Bass, 2000. Print.

## **Designer**

Ipsos Teachers will work in interdisciplinary teams to design the instruction in their classes. They will make decisions regarding how and when curriculum is delivered, how assessments are created and analyzed, and how to engage and support each student. Teams of teachers will share the same students for two years, so they will co-create curriculum maps that allow for team teaching. Teachers will have common planning time to develop interdisciplinary projects that make learning relevant and empower students. Our schedule supports team teaching environments, so teachers will also help design systems to optimize how time is used to support learning.

## **Activator**

As activators of knowledge, Ipsos teachers will identify contexts and resources that will engage and inspire our learners. As they introduce new content to students, they will assess individual students' prior knowledge and direct students to specific resources and learning opportunities that are targeted to each student. For example, a science and a social science teacher might introduce a new project that explores genetics and identity. At the start of the unit, the science teacher would identify through a pre-assessment that some students already know the structural differences between DNA and RNA, while other students do not. Students who need instruction around the differences between DNA and RNA might participate in a workshop where a combination of direct instruction and guided questioning are used to develop the foundational knowledge necessary. Meanwhile, students ready to move on may participate in a collaborative activity that helps them learn how proteins are formed based on a DNA sequence. Teachers will employ their understanding of student interests and abilities to develop curriculum that support students as they learn.

## **Facilitator**

Teachers will use project and problem based learning to introduce problems that become the context for learning goals. As teachers engage students at the onset of a unit with a problem that is meaningful to students' lives, they will activate students' prior knowledge through the metacognitive process of identifying what they already think they know and what they need to learn to solve the problem. The teachers will embed systems where students are directed to or opt-in to specific workshops based on students' needs. They will create student roles such as process facilitators to help students work effectively in teams.

Through projects, teachers will provide students with opportunities to practice skills such as communication, collaboration, agency and creativity. For example, if students are working on a project where they will be presenting their research to local community college students, the teacher may act as a coach to help them develop their use of body language during their presentation. Teachers will help students develop the skills necessary to be lifelong learners.

As facilitators, Ipsos teachers will empower students by giving them space and time to take leadership in their own learning. Students will give teachers input on the contexts for learning that most interest them. They will give teachers feedback to improve upcoming



projects, debrief past projects, and solve problems that arise. Teachers will create space for students to share their feelings and build relationships. Students will play an active role in addressing campus issues and helping our charter school continually improve.

### **Mentors**

Ipsos teachers will push students to become self-directed learners who can set and achieve goals and maximize opportunities. Ipsos teachers will help students set high-quality long term and short term goals. They will provide students with real time, high quality and personal feedback on their knowledge and skill development. Our teachers will model the skills that we want students to learn and will inspire students to constantly improve and reflect on their learning.

### **Analysts**

Ipsos teachers will know where all of their students are performing relative to their goals. They will use a learning management system such as Summit's Personalized Learning Platform to remediate and extend learning within hours to days. Teachers plan for class by deeply understanding student data and determining what group and individual supports are needed for their students to move forward in their learning. Our teachers will use this data to analyze which interventions and instructional strategies are working and when different methods need to be employed. Data will also be used to determine how time is utilized between teachers that share students. Individual teachers will review data at least twice per week to make small adjustments to learning plans. Teams will meet weekly to review student data and coordinate and revise schedules for the following week.

In his work on Visible Learning, John Hattie argues that teachers and school leaders (including teachers), can work to develop mindsets that enable them to have the most positive effect on student learning.<sup>88</sup> These mindsets are:

1. My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.
2. The success and failure of my students' learning is about what I do or don't do. I am a change agent.
3. I want to talk more about learning than teaching.
4. Assessment is about my impact.
5. I teach through dialogue not monologue.
6. I enjoy the challenge and never retreat to "doing my best".
7. It's my role to develop positive relationships in class and staffrooms.
8. I inform all about the language of learning.

At Ipsos, we will hire, train and support teachers in developing these mind frames for success. The Principal will meet with teams at least every other week to assess group strengths and deficits and lead reflective discussions among the team to ensure these mindsets are deeply ingrained in the culture of our charter school.

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<sup>88</sup> Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge, 2012. Print.

## Proposed Professional Development Opportunities

In order for our students and staff to continually improve and achieve at high levels, we know that we need to have continuous opportunities for teachers to develop themselves professionally.

### **Summer Session for Teachers**

Teachers will spend significant time every summer working together. We will co-plan this time as necessary and as time allows, but the goals will be:

- Collaboration with other teachers to map curricula, plan units and projects, and refine units and projects.
- Learning about new research on pedagogy, learning, and the brain.
- Building systems and structures to support the Ipsos culture and community, especially developing the core values with each other so that we can work with the students as well.
- Training for collaborative work in Professional Learning Communities and using multiple forms of data to make decisions.
- Creating digital portfolios of best practices so that teachers may learn from each other asynchronously.

### **Weekly collaboration with onsite colleagues**

Teachers will have three hours each week to collaborate with each other to work in Professional Learning Communities (“PLC”). PLCs will create and refine the teaching and learning process to make weekly, data-based decisions about how best to structure and approach the coming week. Protected time for teachers to collaborate is one of the most important elements to ensure student engagement and deeper learning.<sup>89</sup>

In addition to the common collaboration time, each teacher will have two hours and twenty minutes each week to work as individuals, to collaborate with teachers in the same discipline, and to meet with a coach and/or the Principal. As the role of the teacher is unique in our model, planning time will be utilized differently to. Teachers will spend more time developing the digital environment to facilitate more personalized instruction. They will also spend more time collaborating with their colleagues and community members to plan interdisciplinary instruction. However, teachers will spend considerably less time grading and entering scores into a gradebook, because for knowledge-based assessments, our learning management system will be automated. This will give students timely feedback to improve and will allow teachers to focus their efforts on teaching and assessing higher levels of cognitive understanding such as meaning making and application of knowledge and skills across subject areas.

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<sup>89</sup> Martinez, Monica, and Dennis McGrath. *Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-first Century*. N.p.: n.p., n.d. Print.

### **Individual goals and learning**

Every staff member will work with his or her supervisor to develop specific and measurable individual professional goals. These goals will be measured using data and evidence to show individual growth in relation to an objective proficiency scale to measure the core competencies for his or her work. Individual goals will be the basis for individual evaluation of staff members, but individuals will share their goals with their PLC colleagues so that they can take collective responsibility for making sure everyone is learning what they need to learn.

### **Ongoing collaboration and learning**

With collaboration as a key to our model, we understand that people learn best with a network of connections and support. Individual teachers and teams of teachers will visit other schools, attend conferences and take courses to build their understanding of how a high school can best support the learning for all students.

### **Lab School**

Ipsos will be a lab school - a place to try new ideas and share the ones that work. Like our students, we want our teachers to have the individual supports they need to thrive in our charter school and be innovative educators. We envision welcoming educators and leaders to conduct instructional rounds, give us feedback on our model, and help us improve. We also plan to open our professional development offerings to members of our educational community.

### **Coaching and Feedback**

The Principal, and teacher leaders as the program builds to capacity, will meet with PLC teams bi-weekly to conduct a culture-debrief circle to ensure that the culture and relationships in the group are supporting the work for all students. In addition, the Principal and teacher leaders will regularly observe PLCs to give ongoing feedback on products and processes. The Principal and teacher leaders will also conduct regular learning rounds to collect observational data and to give feedback to individual teachers as well as teaching teams.

Possible professional development topics for the first year include:

- Creating and managing integrated, project-based learning.
- Collecting and using data to make decisions to support students.
- Collaboration and decision making techniques.
- Design thinking processes.
- Differentiated instruction and supporting all learners
- Others determined by need.

## **Special Student Populations**

Ipsos School is designed to meet the needs of all learners. Our commitment to personalized and competency-based systems of learning will allow us to support each student and address their individual needs. We will take an approach that considers the

whole child and addresses social, emotional, and physical needs in addition to academic needs. Below is a description of how each element of our program specifically meets the needs of special population students. In our model, time and support is variable, but learning is constant. Because our schedule and learning time is so flexible, we will be able to create a plan for success for all students.

Ipsos School Design Element	How This Element Supports Special Populations of Students
<p><b>Integrated Core Program</b>            By embedding core skills and knowledge competencies in common projects and problems, teachers will be able to guide students in authentic learning while targeting support and extension where students need and are able.</p>	<p><b>Academically low achieving students</b>            Based upon assessment data, teachers will identify which students need additional supports and will use a workshop model to support small groups of students in understanding essential learning goals. If students need additional time in mathematics for instance, time with the mathematics teacher can be extended, and time with a content area where the student is more proficient can be shortened. Teachers will utilize educational software and learning experiences to support students in their zone of proximal development. Teachers will focus on the most essential learning goals to help students accelerate their learning. Students will have multiple ways to access content and demonstrate their learning. Emphasis will be placed on developing literacy and numeracy skills in addition to skills that help students become more self-directed in their learning.</p> <p><b>Academically High Achieving Students</b>            As teachers determine students are proficient in learning outcomes, students will have opportunities to move further and deeper in their learning experiences. Through formative assessments, academically high achieving students will be identified and they will be able to move ahead or deeper in their learning. Teachers will provide opportunities to apply their knowledge and skill to more challenging situations and contexts. They will also have the opportunity to identify extensions that they are most interested in to learn. For example, as students demonstrate their understanding of sound waves in science, they could design and code an echo locating robot.</p>

	<p><b>English learners</b> All teachers will be trained to scaffold reading, writing, listening and speaking skills for our English learners. For example, teachers will use sentence starters, active listening strategies, and graphic organizers to help students organize their thoughts and integrate new concepts into students’ schema. Our teachers will see proficiency in languages other than English as an asset and will build upon our students’ linguistic strengths and lived experiences to empower our students.</p> <p><b>Students with disabilities</b> Students with disabilities will be heterogeneously grouped within our core class to ensure the least restrictive environment possible. In addition to teachers in the core class, we will have a paraprofessional to give students with special needs additional support. Again, all students will have opportunities to access content and demonstrate their learning in multiple ways. As often as possible, our Special Education teacher will push-in to the classes to support students with special needs.</p>
<p><b>Personalized Learning Plans</b> Based on universal pre-assessment, and ongoing assessment within the class, teachers and mentors will be able to support students in developing their own personal learning plans. These plans could include reinforcement of basic skills through videos, online course material, and could also include extension through the same media. In addition, teachers can tailor tutoring sessions, extended learning opportunities, and seminars based on these plans. Each plan will include short- and long-term learning objectives for each student, and will be updated</p>	<p>The personalized learning plan will be especially useful for students who are English learners and who have special needs. The personalized learning plan will help teachers identify and provide support for students based on assessment data. This data will also be used to identify academically low and high achieving students. The learning management system that supports the personalized learning plans will help teachers identify next steps for students within hours to days so that students get the feedback and guidance they need to become proficient or advanced in all concepts. When students are proficient in content, they may move further or deeper through extension opportunities.</p> <p>Because students will set long and short term goals for their learning, all students, and especially students with special needs, will improve their executive functioning skills. Each student will be</p>

<p>regularly with the support of a teacher advisor.</p>	<p>assigned a teacher advisor who helps students develop metacognitive skills to support academic, social, and emotional goals. These goal-setting conversations will occur during one-on-one meetings during advisory to ensure that every student gets the support and guidance they need.</p> <p>Our personalized learning platform will be especially helpful for English learners. Scaffolded assignments and learning modules will be a part of our learning management system so that all of our English learners have access to the curriculum and the linguistic supports they need to be successful.</p>
<p><b>Innovate Lab</b>  Driven by learning in the core program or outside interests, students will select a project that will allow them to deepen their learning and understanding of a topic or field that is most interesting to them. Students will also connect with community organizations and internships to extend this learning and to give it purpose. The student will learn and use the Design Thinking process<sup>90</sup> that will allow them freedom to explore while developing the skills and habits necessary for success. All students, in particular special populations, will be engaged in a learning project they are driving themselves.</p>	<p>All students will benefit from the opportunity to tinker, design, and pursue their passions. Through the design thinking process, students will learn to develop empathy for others. This will be especially helpful for students with special needs who are working on social emotional learning goals. Working with heterogeneous groups will help all students develop their communication and collaboration skills. This will be especially helpful for English learners to develop listening and speaking skills as they collaborate with other students.</p> <p>Often times, students who are academically low performing have higher levels of engagement and motivation in hands-on learning activities. The Innovate lab will provide all students with leadership opportunities that will give them space to make mistakes, learn from mistakes quickly, and develop their self-confidence to take on greater risks.</p> <p>Academically high achieving students will also thrive because they will have the time and space to explore their passions, and be creative. Our teachers and community liaison will help connect students with guest speakers, mentors, and</p>

<sup>90</sup> "Design Thinking for Educators." *Design Thinking for Educators*. IDEO, n.d. Web. 21 Nov. 2015. <http://www.designthinkingforeducators.com/>

	learning experiences that excite each student.
<p><b>Tutorials</b></p> <p>There is time in the afternoon for students to participate in tutorials with their teachers in smaller groups.</p>	<p>Students who need even more time for remediation than the core period allows will be scheduled in afternoon tutorial sessions with their teachers. These sessions will be created according to data that show student need. This aspect of our blended learning approach allows teachers to be strategic with groupings to support the students who are academically low achieving by using technology to help differentiate instruction for each learner.</p>
<p><b>Community Connections and Family Engagement</b></p> <p>Ipsos emphasis on community connections is divided into three main design elements, all of which support special populations.</p> <ul style="list-style-type: none"> <li>● <b>Real problem-based learning.</b> Connections with our community partners will ensure that student learning is in the context of real problems.</li> <li>● <b>Internships.</b> Our community connections will allow Ipsos students to engage in meaningful internships throughout their time in high school.</li> <li>● <b>Community Support.</b> Finally, our community connections are designed to support parents and families as they negotiate life outside of school hours, helping to build and solidify foundational support for all. By linking Ipsos with healthcare and wellness providers, as well as services for families, we will</li> </ul>	<p>Real-world problem-solving means that we are tapping into students’ strengths now, while helping them hone skills and knowledge they don’t yet have. It allows for engagement from the typically high-achieving student to the student whose skills and knowledge are below grade level by providing all students with a motivating real problem to solve.</p> <p>Internships will not only provide real-world learning, but also will allow all students to build their networks and portfolios, helping them to establish necessary connections for post-secondary success. This is especially useful for low achieving students to develop relationships with community members as models of success who motivate students to achieve.</p> <p>Our charter school leaders will have meetings with individual students’ families either before the school year starts or at the start of the school year to assess students’ strengths and any Adverse Childhood Experiences (“ACE”)<sup>92</sup> that might impact their learning. This will help us identify our highest needs students early and connect those students and their families to community services to support them. We will develop support and communication plans early to provide our students with ongoing assessments and support.</p>

<sup>92</sup> Tough, Paul. How Children Succeed. New York: Houghton Mifflin Harcourt Publishing, 2012.

<p>become a community hub that supports students and their families. Struggling students and their families will be able to focus more on learning if their basic needs are being met. We are particularly inspired by the work of Geoffrey Canada and the Harlem Children’s Zone.<sup>91</sup></p>	<p>We will also collaborate with our parent leadership team to host parent meetings for parents to share best practices with one another and create a support network for families to problem solve together. We will provide childcare and translation services during these events to ensure that all families have access to these resources.</p>
<p><b>Focus on Collaboration</b>  Collaboration among the teachers is crucial design element of our charter school that especially supports special populations. Our teachers will collaborate to ensure that all students are successful in all curricular areas. Our schedule includes three hours a week during which teachers will examine formative assessment results for all students, and organize core and intervention time accordingly. Teachers can learn from each other what works for supporting individual students, as well as hone their craft through deep engagement in the teaching and learning process.</p>	<p>All students will benefit from seeing their teachers model effective collaboration, communication and conflict resolution together.</p> <p>Because our teachers will regularly analyze and reflect upon data together, they will be able to quickly share best ways to support individual students. For high achieving students, they will identify next steps to extend student learning. For low achieving students, teachers will identify the most effective interventions to support student learning, while ensuring that all of the students’ social and emotional needs are being met. For English learners, teachers will ensure that students are having adequate linguistic support in every academic content area. For students with special needs, teachers will collaborate with special education teachers to ensure that each students’ growth goals are met.</p>
<p><b>Mindset</b>  Our team will have the mindset that all students can learn at high levels.</p>	<p>By holding high expectations of students, we know that, with time as the variable rather than learning, we can ensure every Ipso graduate is ready for college and beyond. Like the famous Pygmalion experiment shows<sup>93</sup>, we know that teacher expectations will improve student outcomes.</p>

<sup>91</sup> For more information on the Harlem Children’s Zone: <http://hcz.org/>

<sup>93</sup> For an explanation of the experiment: <http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/pygmalion>



## ACADEMICALLY LOW ACHIEVING STUDENTS

In addition to the supports built-in to the curriculum, Ipso's intervention program for academically low achieving students is based on the Response to Intervention ("RtI") model that consists of four main components:

1. High-quality, scientifically based classroom instruction
2. Ongoing student assessment
3. Tiered instruction
4. Parent involvement<sup>94</sup>

We will initiate universal assessments in math and literacy for all students entering the Charter School in order to identify academically low achieving students. While we will still organize students in heterogeneous groups, the universal screening will allow us to target interventions to the most at risk students from the beginning of school. The universal screening will allow us to create personal learning plans for every student, as well as target students for more intense intervention. The first eight weeks of school will consist of high-quality classroom assessment and instruction with targeted interventions for all students. Students who require more intensive instruction to master the content, we will hold tutorial and targeted blended learning sessions, both during the core time as well as in the afternoon. During these sessions, students will use the learning management system we select to help direct students to online content that is appropriate for their individual needs.

### **Collecting and using data to target support**

Part of our model is ongoing, formative assessment within the context of the core curriculum. Teachers will leverage technology to allow them to make real-time determination of each student's skill and knowledge, and will adjust instruction accordingly. In addition, students will have common assessments that will be used formatively - so that teachers can target their direct instruction to individuals, small groups, or entire classes as needed. The formative assessments will also inform the development of personal playlists that help support student acquisition of knowledge and skills. We will use a learning management system such as Summit Schools' Personalized Learning Platform to provide students with personalized content, assessments, and goals.

### **Response to Intervention**

Ipso will use an approach aligned with the Response to Intervention process whereby most intervention is possible directly through the core team and the personalized learning plans. However, some students will need more intense intervention to achieve their learning goals. We will convene an intervention team comprising the individuals deemed best at assessing each student's individual need for support, so the composition of the team will be flexible and adjustable. The team will include the student, teachers, advisors,

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<sup>94</sup> "What Is RTI?" *What Is Response to Intervention (RTI)?* RtI Network, n.d. Web. 21 Nov. 2015.  
<http://www.rtinetwork.org/learn/what/whatisrti>

parents, administrators and other community partners as warranted. In general, we will follow the “problem-solving model” outlined below:

1. “Identify the problem in specific, measureable terms;
2. Analyze the student problem to uncover underlying functions or reasons to explain why the problem is occurring;
3. Implement an evidence-based intervention plan whose elements are logically selected to assist the students; and
4. Evaluate on an ongoing basis to determine if the plan does in fact help the student to reach academic or behavioral goals.<sup>95</sup>”

### **Parent notification and participation**

Through our learning management system, parents will be able to follow their student’s progress in meeting the learning goals. If a student is identified as low achieving, the core teachers and the advisory teacher will reach out to the parents by email or phone call to inform them of the process by which the student is receiving support and to get feedback on their ideas. When possible, the outreach will occur in face-to-face meeting either at the school or through home visits. In addition, parents will be an integral part of the intervention team as described above. In addition, parents will be notified of student progress through regular report cards, and through our learning management system such as the PLP.

## **ACADEMICALLY HIGH ACHIEVING STUDENTS**

In addition to serving academically low achieving students, Ipso’s model also supports academically high-achieving students. According to Carol Ann Tomlinson, evidence shows that advanced learners can become mentally lazy if not provided with the appropriate learning opportunities. Learning opportunities for advanced learners, she concludes, should:

- Have high ceilings for learning that are not against an objective norm, but rather about each individual’s capacity for learning.
- Hold clear expectations so that students know what to strive for in their work.
- Provide structures and scaffolding in learning in the same way you would for a lower achieving learner - each will need it in his or her zone of proximal development.
- Have a good balance between rigor and joy.<sup>96</sup>

Through ongoing pre-assessments, and formative assessments, teachers will identify academically high achieving students and provide them with opportunities to appropriately challenge them to push further in their learning and/or apply their learning

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<sup>95</sup> "RTI Teams: FAQs." *Response to Intervention - Intervention Resources*. Intervention Central, n.d. Web. 03 Apr. 2016. <<http://www.interventioncentral.org/blog/rti-archived-blog-entries-2010/rti-teams-faqs>>.

<sup>96</sup> Tomlinson, Carol A. *How to Differentiate Instruction in Mixed-ability Classrooms*. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

to different and more challenging contexts. Ipso's unique model addresses all of Tomlinson's recommendations through the elements described below.

### **Project and problem-based learning in the core curriculum**

Learning content and skills in the context of authentic problems will support the acceleration of all students. If individuals have already mastered the target content and skills, they will have the opportunity to go deeper into a subject as their interests dictate. Because the time is flexible in the core period, scaffolds are in place to support all students no matter where they are in their learning.

### **Innovate Lab**

In addition, in the Innovate Lab, students will have the time and opportunity to explore a project of their interest. By working with their academic coaches, students will find topics that challenge their learning and connect with experts to guide their inquiry and research. This will be enhanced by personal learning plans tailored to their individual needs, as well as internships that enable students to connect with individuals in their fields of interest. The skills taught and learned in the Innovate Lab will serve all students in whatever field they choose. Students will also gain leadership when they create a project that engages other lower-level students who are developing interest and skills. The ability to develop their own projects and to create their own learning paths will engender joy as well as rigor for students.

### **Highly Personalized Instruction**

With the use of blended learning, each student will have his or her own learning goals based on where s/he is in the learning process. This will allow the learning to be challenging for each student according to his or her needs, and will allow the advanced learners to stretch their learning in the same way that all Ipso students are challenged. Our Innovate Lab period will be a place where students can pursue their interests more deeply, and can push their learning in their own areas of interest.

### **Parent notification and participation**

Through our learning management system, parents will be able to follow their student's progress in meeting the learning goals. If a student is determined to be high achieving, the core teachers and the advisory teacher will reach out to the parents by email or phone call to inform them of the process by which the student is being challenged and to get feedback on their ideas. When possible, the outreach will occur in face-to-face meeting either at the school or through home visits. In addition, parents will be notified of student progress through regular report cards, and through our learning management system such as the PLP.

## **English Learners**

Ipso will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient ("FEP") status, monitoring and evaluating program effectiveness, and standardized testing requirements. Ipso will implement policies to assure proper

placement, evaluation, and communication regarding ELs and the rights of students and parents.

### **Home Language Survey**

Ipsos will administer the home language survey (on the enrollment form) upon a student's initial enrollment into Ipsos.

### **Identification of EL Students**

All students who indicate that their home language is a language other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment<sup>97</sup> and at least annually thereafter until students are re-designated as fluent English proficient.

Ipsos will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Comparison of the student's performance in basic skills against an established range of performance and basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- Participation of the student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate levels of curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Reclassification will occur in September on a yearly basis so that teachers and administrative staff will have access to all relevant data from the previous school year.

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<sup>97</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

## **Staffing**

All teachers delivering instruction in core content areas to ELs will hold, a Crosscultural Language and Academic Development (“CLAD”) Certificate or a Bilingual Crosscultural Language and Academic Development (“BCLAD”) Certificate.

In our first two years of operation, the principal will coordinate the CELDT testing until an English Language Coordinator is hired. Our English Language Arts teacher will be certified to provide ELD instruction and will lead daily ELD classes after core instruction period for students who need ELD support.

## **Curriculum and Instruction**

The personalized learning at Ipso will ensure that all students get the support they need when they need it. EL students will receive specific instruction in ELD during the second language period in the afternoon. Students can also pursue additional opportunities to develop English proficiency through internships, community college partnerships, or a conversation café with native English speakers who wish to further develop an additional language.

In addition, Ipso teachers will use Specially Designed Academic Program in English (“SDAIE”) elements necessary to ensure the success of English Learners.<sup>98</sup> Our teachers will also be trained and coached to use EL instructional strategies and pedagogy such as those taught through WestEd’s Quality Teaching for English Language Learner (“QTEL”) program<sup>99</sup> to support students’ English language development. Essentially, teachers will learn how to match specific instructional strategies throughout a unit of instruction to support various linguistic proficiency levels. For example, to support EL students in active listening and speaking skills, teachers may promote the use of “Accountable Talk” where sentence starters help student respond to each other by using academic discourse.<sup>100</sup> Within the learning management system and instructional strategies used by teachers, linguistic scaffolds will be utilized that support individual students’ acquisition of academic language in English through reading, writing, listening and speaking.

The strategies described below explain how our instructional program will support all learners in addition to EL students.

1. Teachers will carefully plan the environment, instruction, and materials. They will choose contexts for learning that facilitate a connection to ELs’ lived experiences, knowledge, and needs.
  - All project entry activities are designed to activate schema and to generate student interest in a topic based partially on what they already know and can do.
  - Our thematic approach through projects and authentic problems ensure a foundation for EL students to connect their prior experiences.

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<sup>98</sup> Genzuk, Michael. "Specially Designed Academic Instruction in English (SDAIE) for Language Minority Students." (2011): n. pag. Web. 29 Nov. 2015.  
<[http://www.usc.edu/dept/education/CMMR/DigitalPapers/SDAIE\\_Genzuk.pdf](http://www.usc.edu/dept/education/CMMR/DigitalPapers/SDAIE_Genzuk.pdf)>.

<sup>99</sup> Quality Teaching for English Language Learner Training through West Ed<<http://qtel.wested.org/>>

<sup>100</sup> Kinsella, Kate. Accountable Talk Frames to Support Language Functions. Web.  
<<http://www.psd1.org/cms/lib4/WA01001055/Centricity/Domain/34/Academic-Language-Functions-toolkit.pdf>>

- In the blended learning period through personal playlists, English learners will have access to applications and videos that emphasize learning language with the support of graphics, videos, and other visual cues.
- Utilizing real-world projects to organize learning opportunities, teachers will ensure that students are engaged in hands-on learning when possible, including building models and prototypes in our Innovate Lab.

2. English learners will learn in cooperative and thematic learning environments with their peers. A variety of interactive strategies including student to student, student to teacher, student to text, and student to self (reflection, self-evaluation) will be utilized.

- The community that supports collaboration at Ipso School will also support EL students to feel comfortable in the classroom and to practice their English in a non-threatening environment with peers.

3. Teachers will contextualize content using comprehensible input and techniques such as rephrasing and paraphrasing.

- As needed and based on ongoing formative assessment, students will be provided with access to leveled readings in conceptually difficult material so that all students have access to the content while developing skills in English.

4. Teachers and staff will be trained in culturally-responsive pedagogy.

- The school culture and classroom culture at Ipso will create learning communities where students not only contribute to the culture, but see themselves reflected in what they study and read.
- All Ipso students will experience culturally responsive pedagogy, heterogeneous groupings, and open access to all courses.

5. Teachers will select scaffolds to assist EL students' engagement and performance (social-affective, linguistic, cognitive-academic, metacognitive-metalinguistic). Through continuous observation, monitoring, and assessment, teachers will modify instructional procedures to support students' increasing autonomy.

- In addition to the ongoing monitoring of learning teachers will be doing through formative assessment in the core period, teachers will collaborate to create academic and linguistic scaffolds in the project environments to support all learners, including English learners. Using our Learning Management System ("LMS") that provides students with a personalized learning plan, we will ensure that students have access to leveled readings, graphic organizers, visuals, and videos to ensure all students can access the learning. For more information on our learning management system, please see Appendix 4.1
- As groups of teachers collaborate to make the most effective use of time during the week, they will take into consideration the need to provide all of the appropriate scaffolds for English learners.
- Blended learning opportunities and personalized learning plans will ensure that students who need will get additional comprehensible input based on their linguistic proficiency levels.

6. Encourage EL Students to engage in free voluntary reading and supplemental texts to support subject matter teaching.

- Student control of their learning means they will have time and opportunity to select their own reading material. We will encourage students to read English texts that are appropriate to their level while continuing to read in their primary language to develop their literacy skills.

### **Parent Notification**

Parents will be notified regarding their child’s English Language Development progress and CELDT scores at every report card period, or more often as needed, through phone calls from the ELD coordinator and the student’s teachers.

## **Students With Disabilities**

### **A. Overview**

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Charter School intends to be categorized as a public school of the District in accordance with Education Code Section 47641(b). In the event that the Charter School is not categorized as a public school of the District for purposes of special education (e.g., if the Charter School petition is not approved by the District), the Charter School shall be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs: Marin County SELPA, Sonoma County SELPA, and El Dorado County Charter SELPA. The language that follows describes the special education program at the Charter School both as a public school of the District and as an LEA.

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

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

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

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which

substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

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

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

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

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



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

**C. Services for Students under the "IDEIA" as a Public School of the District Pursuant to Education Code Section 47641(b)**

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:***

The Charter School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize

SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

### Staffing

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

It is the Charter School's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

#### Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

#### Identification and Referral

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

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all

Charter School student records and information in order to serve all of Charter School's students' special needs.

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

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

### Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

### IEP Meetings

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

### IEP Development

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

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

### IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same

special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

#### Non-discrimination

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

#### Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

### Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

### SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

### Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

#### *Retention of Special Education Funds by the District*

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

### *Retention of ADA Funds by the District for Non-Public Placements*

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

### *Contribution to Encroachment*

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

### **D. Services for Students Under the IDEIA as an LEA pursuant to Education Code Section 47641(a)**

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.*

Upon obtaining LEA membership in a SELPA in accordance with Education Code Section 47641(a), the Charter School shall be solely responsible for providing services for special education students enrolled in the Charter School. The Charter School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.



The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required to or imposed by law.

### Staffing

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

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

### Identification and Referral

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

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education

and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

### IEP Meetings

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

### IEP Development

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

### IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

#### Non-discrimination

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

#### Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

### Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

### SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

### Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

## WASC Accreditation and Transferability and Eligibility of Courses

### **WASC Accreditation**

Ipsos is committed to being a learning organization, and using data to make mission-driven decisions at every level. We will work with the Western Association of Schools and Colleges ("WASC") to become an accredited charter school, and plan on having our first visit the spring semester of our first year of operation (2017 - 2018). This visit should provide Ipsos School with our initial accreditation, followed by self-study and three-year follow up visit.

### **Transferability and Eligibility of Courses**

Ipsos School will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through a report card issued twice a year, a student and parent handbook, and a transcript issued upon transfer and/or graduation. The student and parent handbook will explain course offerings, UC and CSU a-g requirements and transferability and eligibility. We will submit all courses to UC/CSU for approval as college entrance requirements.

## Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

**Local Control and Accountability Plan (“LCAP”)**

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## Elements B and C: Measurable Student Outcomes and Methods of Measurement

*Governing Law: 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

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

### Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all students, including the Charter School's numerically significant subgroups, which we anticipate will be English learners, students with disabilities, White, Asian, Hispanic or Latino, Black or African American, Socioeconomically Not Disadvantaged and Socioeconomically Disadvantaged. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

## STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

### Subpriority A – Teachers

#### Goals:

1. Ipso will identify, recruit, train, coach, and appropriately assign credentialed teachers who exhibit the core values and beliefs of the Charter School.

#### Actions:

1. Ensure all core teacher candidates screened for employment hold appropriate credentials as defined by the California Commission on Teacher Credentialing (“CTC”), and appropriate EL certification.
2. Assign teachers to appropriate classrooms based on the teacher’s credential, certifications, and areas of expertise.

Measurable Outcome	Method of Measurement	Person Responsible
1. 100% of Ipso School teachers in core subjects and college preparatory classes will be fully credentialed and appropriately assigned.	<ol style="list-style-type: none"> <li>1. Initial and annual evaluation of personnel records and CTC information.</li> <li>2. Written staffing plan that includes methods to ensure appropriate teacher assignment.</li> </ol>	1. Principal

Subpriority B – Standards-aligned Instructional Materials

Goals:

1. All Ipso School students, including all subgroups, will have access to standards-aligned instructional materials.

Actions:

1. Core program curriculum will be aligned to CCSS and NGSS.
2. Creation of curriculum maps and identification of standards-aligned materials for every course prior to charter school opening and revisited yearly.
3. Purchase and/or have available digital or hard copies of state-approved materials aligned to the appropriate standards.
4. Review all instructional materials before purchase pursuant to Education Code Section 60119.

Measurable Outcome	Method of Measurement	Person Responsible
<ol style="list-style-type: none"> <li>1. 100% of Ipso School students will take courses that meet the CCSS, Next Generation Science Standards, and CA State History/Social Science Content Standards.</li> <li>2. 100% of Ipso School students will have access to standards-aligned instructional materials (digital or hard copies of state-approved textbooks).</li> </ol>	<p>Classroom audit confirms that all students have access to standards-aligned materials.</p> <p>UC a-g course approvals.</p> <p>WASC accreditation year one, year three, and on a regular basis after that.</p>	<p>Principal, Founding team, teachers</p>



**Subpriority C – Facilities**

**Goals:**

1. Charter School facilities will be maintained in good repair, as defined by Education Code Section 17002.

**Actions:**

1. Maintain and update facilities as need to provide a clean, safe learning environment and budget money for proper repairs.
2. Address safety hazards immediately and refer general needs items to the Board for review and prioritization.

Measurable Outcome	Method of Measurement	Person Responsible
Achieve the Good Repair Standard as determined by the State of California’s Facility Inspection Tool (i.e., no deficiencies identified).	Annual inspection with Facility Inspection Tool; daily spot checks; weekly check-ins	Principal or designee

**STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

Implementation of the academic content and performance standards adopted by the state board, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

**Subpriority A – Standards Implementation**

**Goals:**

1. All Ipso School curricula will be aligned to CCSS, NGSS, CA State Social Studies Standards and Ipso School learning goals.

<p>Actions:</p> <ol style="list-style-type: none"> <li>1. Purchase and create curriculum aligned to CCSS, NGSS, and CA Social Science Standards</li> </ol>		
Measurable Outcome	Method of Measurement	Person Responsible
100% of Ipso School curricula will be aligned to CCSS, NGSS, CA Social Sciences Standards Ipso School standards	Annual review of curriculum maps and courses of study showing alignment.	Principal, teachers

Subpriority B – English Learner Content Knowledge

<p>Goals:</p> <ol style="list-style-type: none"> <li>1. All Ipso School curricula will be aligned to CCSS, NGSS, CA State Social Studies Standards and Ipso School learning goals.</li> </ol>
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<p>Actions:</p> <ol style="list-style-type: none"> <li>1. Ensure EL personal learning plans are standards-aligned and focus on achieving competency in the core standards.</li> <li>2. Align curriculum maps to CCSS, NGSS, or CA History/Social Science Content Standards.</li> <li>3. Ensure all teachers are trained in methods and scaffolds to support English learners such as Specially Designed Academic Instruction in English (SDAIE) strategies and pedagogy such as that from Quality Teaching for English Learners (QTEL) (or similar) to support students’ reading, writing, listening, and speaking skills.</li> </ol>
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Measurable Outcome	Method of Measurement	Person Responsible
100% of EL students will gain academic content knowledge through the implementation of the CCSS.	Formative classroom assessment; school wide formative assessments; documented progress towards proficiency on	Principal, teachers

<p>100% of Ipso School teachers will embed SDAIE strategies throughout their instruction to ensure EL students have access to the curriculum</p> <p>100% of Ipso School Curriculum Maps for English, math, social science and science course are aligned with CCSS, NGSS and CA Social Science Standards and have supports for ELs.</p> <p>100% of Ipso School teachers will have CLAD or BCLAD certification.</p>	<p>project proficiency scales.</p> <p>Sample unit plans from each teacher with embedded academic language scaffolds for EL students at various proficiency levels.</p> <p>EL student performance on the statewide assessments; CELDT/ELPAC Assessments; ILP folder; teacher assessments; annual report cards.</p> <p>Annual review of curriculum maps showing supports for ELs.</p>	
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**Subpriority C - English Learner English Language Proficiency**

Goals:

1. All Ipso School English Learners make more than one year of progress annually toward becoming proficient in English

Actions:

1. Ensure EL personal learning plans are standards-aligned and focus on achieving competency in the core standards.
2. Align curriculum maps to CCSS, NGSS, or CA History/Social Science Content Standards.
3. All EL students participate in small group tutorials with a certified ELD teacher 2-4 times per week.
4. Teachers will be provided with professional development such as QTEL training. Ongoing coaching will support teachers as they match their curriculum with appropriate linguistic scaffolds.
5. All EL students strengthen EL reading and writing skills through targeted learning using software such as Accelerated Reader 360 and Write Lab

<ol style="list-style-type: none"> <li>6. EL students will be leaders in English/Spanish conversations held in language cafes, discussions, and informal study groups.</li> <li>7. Create English Learner Advisory Committee to get ongoing feedback and plan next steps to support needs of EL students.</li> </ol>		
Measurable Outcome	Method of Measurement	Person Responsible
At least 90% of Ipso School EL students make at least one year of progress toward English proficiency each year on CELDT testing data	Ongoing formative assessments, including those aligned with purchased or created EL support curriculum.  Annual CELDT test.	Principal; EL Coordinator

### STATE PRIORITY #3— PARENTAL INVOLVEMENT

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

#### Subpriority A – Achieving/Maintaining Parental Involvement

##### Goals:

1. Parents will be an integral part of Ipso School, including school leadership and involvement in students' learning and projects, according to their own interests.

##### Actions:

1. Create a Parent Leadership Team and English Learner Advisory Councils that inform the Advisory Board through co-membership.
2. Coordinate regular, designated times for parents to give input and feedback to Charter School leadership during meetings and coffee hours.
3. Administer the California School Parent Survey or Ipso created survey.

Measurable Outcome	Method of Measurement	Person Responsible
At least four parents will serve on the Ipso Advisory	Results of the California School Parent Survey or	Principal, teachers

<p>Board</p> <p>At least 80% of parents surveyed on the California School Parent Survey (or Ipso-designed survey) report that they “agree” or “strongly agree” that Ipso School welcomes parents’ contributions and actively seeks the input of parents before making important decisions.</p> <p>At least 75% of parents complete the California School Parent Survey (or Ipso-designed survey)</p>	<p>Ipso created survey.</p> <p>Annual review of the election plan, rosters of Parent Leadership the leadership team, and minutes from parent meetings.</p>	
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Subpriority B – Promoting Parent Participation

Goals:

1. Ipso School parents will participate in the Parent Leadership Team, EL Advisory Committee (ELAC) and/or sponsor internships. They may also act as experts for instruction and assessment of learning goals in core classes as well as in art and language.

Actions:

1. Translate all charter school documents, communication and meetings
2. Create a parent outreach plan including survey of interests and capabilities of parents. Match parent interest and expertise with needs students and school.
3. Train parents serving on the Leadership Team and ELAC

Measurable Outcome	Method of Measurement	Person Responsible
At least 85% of parents will participate in Ipso School	Parent Leadership Team and EL Advisory	Principal, Community Liaison

<p>program in some way including: serving on the Parent Leadership Team, participating with the EL Advisory Committee; sponsoring internships; acting as experts for instruction and assessment of learning goals in core projects as well as in art and language.</p>	<p>Committee agendas, minutes and training materials identify parents who are involved.</p> <p>Log of parent participation during instruction and assessment activities.</p> <p>Roster of parents who sponsor internships</p>	
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**Subpriority C – Parent Input**

**Goals:**

1. Parents will be integral in developing the LCAP, including the annual goals for all pupils and each subgroup of pupils to be achieved for each of the eight state priorities, and the specific actions the Charter School will take to achieve those goals. priorities and assessment.

**Actions:**

1. Conduct community meetings and surveys designed to review and get feedback on LCAP goals

Measurable Outcome	Method of Measurement	Person Responsible
<p>At least 50% of LCAP goals and actions will be developed through or as a result of parent meetings and workshops.</p>	<p>Survey results; LCAP goals and actions aligned to parent feedback.</p>	<p>Principal, Advisory Board, Board of Trustees</p>

**STATE PRIORITY #4— STUDENT ACHIEVEMENT**

Pupil achievement, as measured by all of the following, as applicable:

- A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment
- B. The Academic Performance Index (API) (or equivalent accountability metric)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

**Subpriority A – California Assessment of Student Performance and Progress (CAASPP)**

Goals:

- 1. Ipso School students will meet or exceed standards on the CAASPP.

Actions:

- 1. Support students through mastery of standards through integrated core projects (Grades 9-11).
- 2. Support students who need more time to attain mastery through blended learning in the core program and flexible time in the afternoon (All Grades)
- 3. Use CAASPP data to change instructional approaches and to modify Personal Learning Plans and personal playlists to support learning.

Measurable Outcome	Method of Measurement	Person Responsible
75% or more of Ipso School students at every applicable grade level, including all subgroups, will meet or exceed standards as measured by the CAASPP ELA and math tests.	Student scores on CAASPP; school-level, classroom-level and individual student data.	Principal, teachers

Subpriority B – API (or equivalent accountability metric)

Goals:

1. Ipso School will meet statewide requirements for performance schoolwide and for all subgroups.

Actions:

1. Monitor progress of all students toward meeting statewide goals.

Measurable Outcome	Method of Measurement	Person Responsible
<p>80% of Ipso School students will meet statewide accountability benchmarks as they are defined by the California Department of Education (“CDE”)</p> <p>Ipso’s API will meet or exceed the API or equivalent of the District.</p>	<p>CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the State Board of Education; internal diagnostic, formative and summative assessments.</p>	<p>Principal</p>

Subpriority C – College and Career Readiness

Goals:

1. Ipso students will be prepared for UC/CSU entrance.

Actions:

1. Core program and graduation requirements are aligned with “a-g” subject requirements.



<p>2. Program goals for all subjects, included integrated subjects, independent study, and personalized programs ensure that students master UC/CSU “a-g” requirements.</p>		
Measurable Outcome	Method of Measurement	Person Responsible
<p>100% of Ipso School students will graduate having met the requirements for UC/CSU entrance (“a-g” subject requirements).</p>	<p>Student transcripts College admissions percentages</p>	<p>Principal; teachers</p>

Subpriority D – EL Proficiency Rates  
Subpriority E – EL Reclassification Rates

Goals:

1. English Learners will be proficient in English upon graduation as measured by the CELDT and local measures.

Charter School Actions:

1. Using proficiency scales aligned with CCSS and ELD standards, Ipso teachers will monitor progress of EL students, including intensive small group tutorials and personal playlists to support acquisition of English.
2. Ipso teachers will be trained in SDAIE methodology, QTEL pedagogy (or similar) and academic language development.
3. All teachers will integrate ELD standards into the core curriculum.

Measurable Outcome	Method of Measurement	Person Responsible
<p>75% of Ipso students who come in scoring 3 or lower on the CELDT will make</p>	<p>Local proficiency scales and assessments; CELDT scores; CAASPP scores.</p>	<p>Principal; teachers</p>

<p>1.5 years of progress in one year, as measured by the CELDT.</p> <p>75% of Ipsy students who come in scoring 3 or lower on the CELDT will make 1.5 years of growth in one year, as measured by the CAASPP and local measures.</p> <p>At least 75% of Ipsy EL students will be reclassified yearly.</p>		
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**Subpriority F – AP Exam Passage Rates**

Goals:

1. AP Courses and exams are accessible to all students - the opportunity gap will not exist at our charter school; passage rates will match those of the District.

Charter School Actions:

1. Provide foundational support for all students to be able to take the AP courses through teaching and measuring academic skills as well as knowledge. Differentiated instruction within core classes..
2. Provide personalized intervention for every student in every academic area.
3. Execute a competency-based assessment that allows students to progress at varying rates while all enrolled in the same content.

Measurable Outcome	Method of Measurement	Person Responsible
<p>By their junior year, 80% of Ipsy students will take at least one AP level course.</p> <p>By their senior year, 80% of Ipsy students will have</p>	<p>Enrollment data in AP courses.</p> <p>AP Exam Data</p>	<p>Principal; Core content teachers</p>

passed an AP exam with a score of 3 or higher.		
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**Subpriority G – EAP**

Goals:

1. Students will be ready for college-level coursework upon graduation as indicated by the EAP status on students CAASPP score report.

Charter School Actions:

1. All relevant courses are “a-g” approved.
2. All students will be supported to become proficient in all coursework so that they meet the requirements for college entrance.

Measurable Outcome	Method of Measurement	Person Responsible
100% of Ipso graduates will be ready for college-level coursework upon graduation as indicated by the EAP status on students CAASPP score report	EAP Status on CAASPP results	Principal; Core content teachers

**STATE PRIORITY #5 – STUDENT ENGAGEMENT**

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3)) [Not Applicable]
- D. High school dropout rates
- E. High School graduation rates

**Subpriority A – School Attendance Rates**

<p>Goals:</p> <ol style="list-style-type: none"> <li>1. Ipso School will maintain a high average daily (“ADA”) attendance rate.</li> </ol>		
<p>Actions:</p> <ol style="list-style-type: none"> <li>1. Regularly monitoring of Charter School attendance and will intervene when necessary.</li> <li>2. Partner with Parent Leadership Team to create a culture of attendance in the Charter School and community.</li> <li>3. Collaborate with community-based organizations, health care institutions, housing, child care and transportation officials to provide holistic support students and their families.</li> </ol>		
Measurable Outcome	Method of Measurement	Person Responsible
ADA rates are at least 95%.	Monthly, quarterly, and annual ADA reports.	Principal, office manager, teachers

Subpriority B – Chronic Absenteeism Rates		
<p>Goals:</p> <ol style="list-style-type: none"> <li>1. Ipso School will have no chronic absenteeism (defined as missing 10% or more school days) school wide and for all subgroups.</li> </ol>		
<p>Actions:</p> <ol style="list-style-type: none"> <li>1. Provide individual students with case management through the RTI process that will intervene in cases of excessive absences.</li> <li>2. Convene a regular Student Attendance Review Team (SART) to monitor progress and make specific plans to address attendance for at-risk students.</li> <li>3. Explicit wellness and social/emotional learning practices ensure that students have the skills to persist through difficulties and still attend school.</li> <li>4. Personalized learning and relationships through the core program ensure that</li> </ol>		

students have a safe and nurturing environment while at school.		
Measurable Outcome	Method of Measurement	Person Responsible
No Ipso student will have more than 18 days absent for the school year (unless for medical necessity).	Monthly, quarterly, and annual ADA reports.	Principal, office manager, teachers

Subpriority C – Middle School [not applicable]		
Subpriority D – High School Dropout Rates Subpriority E – High School Graduation Rates		
Goals:		
<ol style="list-style-type: none"> <li>1. Ipso School will meet or exceed the Marin County graduation rate of 91%.</li> <li>2. Ipso School will maintain a dropout rate of less than 5%.</li> </ol>		
Actions:		
<ol style="list-style-type: none"> <li>1. Students, parents, and Charter School officials will monitor student progress toward graduation at least every six weeks.</li> <li>2. Employ increasingly targeted interventions as needed for individual students.</li> </ol>		
Measurable Outcome	Method of Measurement	Person Responsible
95% of Ipso students will earn a high school diploma unless that is rendered impossible by health conditions, or moving out of the area.  Fewer than 5% of students will dropout.	Student re-enrollment documentation as verified by our student information system and CALPADS	Principal, core teachers, response to intervention team

**STATE PRIORITY #6 – SCHOOL CLIMATE**

School climate, as measured by all of the following, as applicable:

- a. Pupil suspension rates
- b. Pupil expulsion rates
- c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

**Goals:**

- 1. All Ipsy students will feel safe and connected at school and Ipsy will maintain an annual combined suspension and expulsion rate of less than 5%.

**Actions:**

- 1. Ipsy School will use a program of Restorative Justice to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions and expulsions..

Measurable Outcome	Method of Measurement	Person Responsible
<p>Ipsy School will have a suspension and expulsion rate of no more than 5%</p> <p>95% of Ipsy students will report feeling safe and have positive feelings about their connection to the Ipsy community.</p> <p>95% of Ipsy parents/guardians will report that they feel their student is safe and connected to the Ipsy community.</p> <p>95% of Ipsy teachers will report that they feel safe and have positive feelings about their connection to the Ipsy community.</p>	<p>Suspension and expulsion rates.</p> <p>California Healthy Kids Survey or Ipsy created Middle of the Year and End of Year climate survey results.</p>	<p>Principal, core teachers, response to intervention team</p>

## STATE PRIORITY #7 – COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: ... Grades 7-12: English, social sciences, foreign languages), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

### Goals:

1. All Ipsos students will have access to and will be enrolled in a broad course of study including programs and services to support and accelerate all students.

### Actions:

1. All Ipsos courses will be open to all students.
2. Curriculum offerings include a broad range of courses in math, science, English, Social Sciences, Foreign Language, Health, and Art.

Measurable Outcome	Method of Measurement	Person Responsible
100% of students will be enrolled in a broad course of study as described above that meets or exceeds the UC “a-g” subject requirements.	Student enrollment data; master schedule; course list	Principal, core teachers,

## STATE PRIORITY #8— OTHER STUDENT OUTCOMES

*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*

### Subpriority A – English

Goals: All Ipso students will have access to English Language Arts instruction that aligns with CCSS. All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.

**Actions:**

Curriculum maps for English courses are aligned with CCSS.

Extensive student support structures (advisory, tutorial, ELD, extended time in Core classes, and differentiated instruction.)

Curriculum maps designed to support all student subgroups.

Professional Development time embedded each week for teachers to analyze student data and create action plans to support all students.

Measurable Outcome	Method of Measurement	Person Responsible
75% or more of all students will meet or exceed standards on the CAASPP tests.	School leadership leads yearly audit of curriculum to ensure that 100% of ELA curriculum maps are aligned with CCSS	Principal, teachers
85% or more of students will show one year of growth annually on their internal benchmark assessments for English.	CAASPP test results Internal formative and summative assessments	
95% of students will earn a passing grade of C or above in their English courses.	Principal review of grades each semester	



## Subpriority B- Mathematics

Goals: All Ipso students will have access to mathematics instruction that aligns with CCSS. All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in mathematics.

**Actions:**

Curriculum maps for mathematics courses are aligned with CCSS.

Extensive student support structures (advisory, tutorial, ELD, extended time in Core classes, and differentiated instruction.)

Curriculum maps designed to support all student subgroups.

Professional Development time embedded each week for teachers to analyze student data and create action plans to support all students.

Measurable Outcome	Method of Measurement	Person Responsible
<p>70% or more of all students will meet or exceed standards on the CAASPP.</p> <p>85% or more of students will show one year of growth annually on their internal benchmark assessments for math.</p> <p>95% of students will earn a passing grade of C or above in their mathematics courses.</p>	<p>School leadership leads yearly audit of curriculum to ensure that 100% of mathematics curriculum maps are aligned with CCSS</p> <p>CAASPP test results</p> <p>Internal formative and summative assessments</p> <p>Principal review of grades each semester</p>	<p>Principal, teachers</p>

Subpriority C - Science

Goals: All Ipso students will have access to science instruction that aligns with NGSS. All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in science.

Actions:  
 Curriculum maps for science courses are aligned with NGSS  
 Extensive student support structures (advisory, tutorial, ELD, extended time in Core classes, and differentiated instruction.)  
 Curriculum maps designed to support all student subgroups.  
 Professional Development time embedded each week for teachers to analyze student data and create action plans to support all students.

Measurable Outcome	Method of Measurement	Person Responsible
<p>70% or more of all students will demonstrate at least one year of growth annually on their CST or equivalent NGSS exams.</p> <p>75% or more of all students will score proficient or advanced on the CST or equivalent NGSS exams.</p> <p>95% of students will earn a passing grade of C or above in their science course.</p> <p>85% or more of students will show one year of growth annually on their internal benchmark assessments for science</p>	<p>School leadership leads yearly audit of curriculum to ensure that 100% of science curriculum maps are aligned with NGSS.</p> <p>NGSS test results.</p> <p>Internal formative and summative assessments</p> <p>Principal review of grades each semester</p>	<p>Principal, teachers</p>

Subpriority D - Social Science

Goals: All Ipso students will have access to social science instruction that aligns with CA State History/Social Science Standards. All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in social science.

Actions:

Curriculum maps for social science courses are aligned with CA State History/Social Science Standards

Extensive student support structures (advisory, tutorial, ELD, extended time in Core classes, and differentiated instruction.)

Curriculum maps designed to support all student subgroups.

Professional Development time embedded each week for teachers to analyze student data and create action plans to support all students.

Measurable Outcome	Method of Measurement	Person Responsible
<p>95% of students will earn a passing grade of C or above in their history/social science course.</p> <p>85% or more of students will show one year of growth annually on their internal benchmark assessments for social science.</p>	<p>School leadership leads yearly audit of curriculum to ensure that 100% of social science curriculum maps are aligned with CA State History/Social Science Standards.</p> <p>Internal formative and summative assessments</p> <p>Principal review of grades each semester</p>	<p>Principal, teachers</p>

Subpriority E- Foreign Language

Goals: All Ipso students will have access to foreign language instruction that is aligned with UC a-g “e” foreign language course requirements. All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in foreign language.

Actions:

Curriculum maps for foreign language courses are aligned with UC a-g foreign language course requirements

Extensive student support structures (advisory, tutorial, and language café learning opportunities)

Curriculum maps designed to support all student subgroups.

Professional Development time embedded each week for teachers to analyze student data and create action plans to support all students.

Measurable Outcome	Method of Measurement	Person Responsible
<p>95% of students will earn a passing grade of C or above in their foreign language course provided either by Ipso teachers, or other accredited institutions such as BYU online or College of Marin.</p> <p>85% or more of students taking foreign language from Ipso teachers will show one year of growth annually on their internal benchmark assessments for foreign language.</p>	<p>School leadership leads yearly audit of curriculum to ensure that 100% of foreign language curriculum maps are aligned with UC a-g “e” foreign language requirements.</p> <p>Internal formative and summative assessments</p> <p>Principal review of grades each semester</p>	<p>Principal, teachers</p>

### Subpriority F- Visual and Performing Arts

Goals: All Ipso students will have access to visual and performing arts instruction that aligns with National Core Arts Standards and UC a-g “f” requirements. All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in visual and performing arts.

**Actions:**

Curriculum maps for visual and performing arts courses are aligned with National Core Arts Standards and UC a-g “f” requirements.

Extensive student support structures (advisory, tutorial, differentiated instruction)

Curriculum maps designed to support all student subgroups.

Professional Development time embedded each week for teachers to analyze student data and create action plans to support all students.

Measurable Outcome	Method of Measurement	Person Responsible
<p>95% of students will earn a passing grade of C or above in their visual and performing arts classes.</p> <p>85% or more of students will show one year of growth annually on their internal benchmark assessments for visual and performing arts.</p>	<p>School leadership leads yearly audit of curriculum to ensure that 100% of visual and performing arts classes are aligned with National Core Arts Standards.</p> <p>Internal formative and summative assessments</p> <p>Principal review of grades each semester.</p>	<p>Principal, teachers</p>

### Subpriority G- Health

Goals: All Ipso students will have access to health instruction that aligns with CA Health Education Content Standards. All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in health.

**Actions:**

Curriculum maps for health and wellness electives are aligned with CA Health Education Content Standards for.

Extensive student support structures (advisory, tutorial, and differentiated instruction.)

Curriculum maps designed to support all student subgroups.

Professional Development time embedded each week for teachers to analyze student data and create action plans to support all students.

Measurable Outcome	Method of Measurement	Person Responsible
<p>95% of students will earn a passing grade of C or above in their health and wellness courses.</p> <p>85% or more of students will be proficient or advanced on their internal benchmark assessments for health and wellness.</p>	<p>School leadership leads yearly audit of curriculum to ensure that 100% of health and wellness curriculum maps are aligned Health Education Content Standards for CA Public Schools.</p> <p>Internal formative and summative assessments</p> <p>Principal review of grades each semester</p>	<p>Principal, teachers</p>
<p>Subpriority H- Applied Arts (Not Applicable)</p>		
<p>Subpriority I- Career Technical Education (Not Applicable)</p>		
<p>Subpriority J- Physical Education (Not Applicable)</p>		

## Assessment

### Assessment for learning

Ipsos School believes that using data to drive instruction is the key to a highly personalized learning environment in which each student gets “just in time” support to reach high levels of proficiency. In alignment with our mission, all students will develop knowledge, skills, mindsets and networks necessary to be empowered and make positive changes in our world. To assess students’ knowledge, we will use a wide range of formative, summative, and state mandated tests to determine students’ levels of proficiency to determine next steps in learning. To assess mindsets and skills such as creativity, collaboration, communication, and agency, we will use descriptive rubrics during projects throughout curriculum to help students develop their mindsets and skills along the way. Similarly, during advisory, students will use a variety of assessment tools to periodically reflect on the diversity and strength of their relationships to determine how to develop their relationships and networks.

Individual teachers also need data about their students’ progress to inform their teaching approaches to best serve all students. In addition, any organization needs clear outcomes and data to show progress toward those outcomes in order to create and adapt plans to reach them. Through a series of short-term, interim and summative assessments, we will use a systematic, data-driven instruction cycle. With strict adherence to FERPA guidelines and protocols, we will use data in order to personalize the learning experience for all students. Ipsos Schools will research the best technology for data-driven instruction and assessment.

### Assessment Tools

At Ipsos, assessment is key to understanding our effectiveness and helping to measure student progress toward meeting our learning goals. We will use a variety of assessment tools to measure progress, and to make data-based decisions at all levels of our program. Some specific tools are described below.

#### **National Assessments**

Several of our courses (described above) will be run using the Advanced Placement curriculum from the College Board. Students in those courses will take the annual AP exams.

#### **CA State Assessments**

We will administer the California Assessment of Student Performance and Progress yearly to all juniors to measure grade-level achievement in math and English/language arts. When the assessment for the Next Generation Science Standards becomes available, we will use that, and until then, we will continue to administer the CST in Science in grade 10. As part of the state battery, we will provide the California Modified Assessments (“CMA”) or California Alternative Performance Assessment “CAPA” to special education students as indicated in their IEPs to assess their proficiency in science during 10<sup>th</sup> Grade. We will also use CAPA to assess mathematics and English proficiency

for students in 11<sup>th</sup> Grade who have IEPs that require the alternative assessment. We will use the California English Language Development Test to measure progress of English learners towards proficiency annually. For social studies we will rely on site-made assessments until a state assessment comes out.

### **Interim Assessments**

Although we are currently looking for high-school assessments that meet our needs, we have not yet found external assessments that match our criteria. Our learning outcomes will be part of a two-year cycle, each core team will follow its own pacing guide, and assessment will be competency-based and not necessarily linear, so each group of students will have the need for tailored interim assessments. For now, we will utilize internal benchmark assessments created by Ipso staff using portions of research-based assessments that exist.

### **Ongoing Formative Assessment**

While snapshot assessments are useful, especially to see patterns and to make learning goals, the ongoing assessments that will guide teaching and learning are the most important form of assessment at Ipso. We see assessment as a process. Rather than a disruption to teaching and learning, assessment is an integral part of the teaching and learning cycle that serves to inform both the teacher and the learner where they are in their learning.<sup>101</sup> John Hattie found that providing students with formative evaluation, and the opportunity to learn from feedback have some of the highest effect sizes on student learning, especially when teachers use the information from those assessments to change their own tactics.<sup>102</sup> By using standards-based assessment and proficiency grading, students will have multiple opportunities to understand their own learning as they make adjustments, and develop habits to learn from smaller mistakes in the service of larger learning goals. Formative assessments will be created by the teachers as well as the curriculum we discussed in the previous section, including CK-12 Flexbooks.

### **Performance Assessments**

In our project- and problem-based core, students will demonstrate understanding and mastery of key concepts and skills through performance assessments, aligned to the core curriculum, that may include websites; videos; presentations; reports to local, national, and global organizations; demonstrations; displays; and other products. Performance assessments will include rubrics to assess specific content knowledge and skills, and will help serve as evidence of student learning throughout their years at Ipso.

### **Portfolios**

Students will use a digital platform to compile evidence of their learning and to create portfolios of their work. Students will organize and monitor their portfolios through their advisory period and with their mentor and parents. The portfolios will be of professional quality, and students will be able to use the final portfolios to demonstrate to employers and other educational institutions as evidence of their knowledge and understanding, as

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<sup>101</sup> William, Dylan. *Embedded Formative Assessment*. N.p.: Solution Tree, 2011. Print.

<sup>102</sup> Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge, 2012. Print.



well as their real contributions to the community through their projects. Portfolios will also allow students, teachers and families to track growth and progress over the four years, particularly with respect to their ability to communicate, collaborate, be creative, and take ownership for their own learning.

## Data-based Decisions

Ipsos is a learning organization. To ensure we are adaptable and responsive to student learning needs, and to ongoing scientific understandings of what high school can and should be, we will use data to make decisions at every level. We will engage all of our stakeholders in examining student learning data and making changes as needed.

Students will keep track of their progress through their personalized learning plans that they will create through our LMS, informed by formative assessment results, with their advisor, and that will include pacing, timelines and outcomes for each learning cycle. Parents and families will be involved in helping students set and achieve goals to the extent that they are available, and will be informed frequently about the progress of their student. This process will be a part of their learning agency and responsibility, and will help them develop a growth mindset as they see progress through hard work.

The teachers will engage in Professional Learning Communities, and we will use school-wide data to make programmatic decisions through the Parent Leadership Team. The PLC time will include highly-structured time to examine formative and interim assessment data and to use it to make instructional adaptations in order to reteach, tutor and coach individuals and groups of students as needed. The Charter School will publish student results annually through the SARC, in compliance with the California Constitution, Education Code and ESSA. Parents and students will also have ongoing access to students' current mastery of learning goals and grades through the learning management system and student information system that we will use.

The PLC training, described in the professional development section of Element A, includes a process for training teachers about how to access and utilize data to make decisions. As teachers are learning to use data effectively, their individual coaching sessions will include consistent feedback and training. We will gather and provide schoolwide data from the LMS for individual teachers as well as the Executive Director, the Principal and the Blended Learning Coach.

## Reporting

### **Mastery-based grading in a competency-based system**

Ipsos teachers will use mastery grading whereby student grades are based on their demonstrated proficiency of specific knowledge and skills rather than an average of points earned over time. This allows students to meet learning targets without being penalized for not getting there in a certain amount of time. It also gives meaning to grades, indicating a student's level of mastery of the content rather than his or her ability to get work turned

in “on time”<sup>103</sup>.” Because students always know what their level of mastery is for specific learning goals, they always know what their strengths and areas of growth are. A mastery-based grading system promotes a growth mindset because students always have the opportunity to grow and learn from their mistakes. It also facilitates differentiation of instruction for students because teachers can direct targeted extensions and interventions for specific groups of students based on their analysis of data. Mastery-based grading is an integral part of a competency-based system described in Element A.

### **Reporting**

Through the learning management system and a student information system, students and families will have ongoing access to the student’s progress. In our mastery-based system, students will not earn Ds or Fs, as each student will be allowed to continue to work toward mastery, regardless of the time it takes. Each family will receive a formal report of their student’s progress at least every nine weeks, but more often if necessary and warranted. Report cards will indicate an “incomplete” until the student has demonstrated mastery. If a student transfers before he/she has mastered course material, a detailed description of students’ current levels of proficiency in each course will be provided. Final transcripts will include letter grades to communicate with colleges and universities. The Charter School will use data from the learning management system to report student and school performance data to school staff, parents/guardians, and the authorizer.

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<sup>103</sup> Heflebower, Tammy, Jan K. Hoegh, Philip B. Warrick, Mitzi Hoback, Margaret McInteer, Bev Clemens, and Robert J. Marzano. *A School Leader’s Guide to Standards-based Grading*. N.p.: n.p., n.d. Print.

## Element D. Governance Structure

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

### Legal Structure

#### **Nonprofit Public Benefit Corporation**

Ipsos School will be a directly funded independent charter school and will be operated by Ipsos Schools, a California nonprofit public benefit corporation.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Please see Appendix 5 for the organizational documents of Ipsos Schools, including articles of incorporation, bylaws, and conflict of interest code.

Ipsos School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board are and remain consistent with the provisions of this Charter. In the event that the governing board operating Ipsos School amends the bylaws, Ipsos School shall provide a copy of the amended bylaws to SRCHSD within 30 days of adoption.

Ipsos School shall post all Board meeting agendas and minutes in accordance with the Brown Act. Timely posting of agendas and minutes on the school website will satisfy this requirement.

Ipsos School shall comply with the Brown Act and the Public Records Act.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

### Board of Trustees

Ipsos Schools is governed by a Board of Trustees (the "Board"). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in accordance with its corporate bylaws which shall be consistent with the Charter.

The Board will execute its responsibilities by creating, adopting, and monitoring a long term strategic plan and associated budget, and to employ and evaluate the leadership of Ipsos School.

Ipsos Schools' Board of Trustees will hold public meetings at least every other month in accordance with the Ralph M. Brown Act. Parents and members of the public are invited to attend Board meetings.

Board members support the mission of Ipsos School and serve voluntarily.

Ipsos Schools will seek to ensure that its Board represents diverse backgrounds and has a broad range of expertise. Board members will have experience in educational programs, real estate, law, finance, governance, operations, technology, health care, public relations, and fundraising.

The Board will consist of 5 to 13 members, will strive to maintain an odd number of members for voting purposes, and will function in accordance with the Bylaws and this Charter. The board currently has six members. Please see our board member biographies in the Founding Team section of our Executive Summary in section 1. Based on governance best practices, Ipsos School will seek to have a range of seven to thirteen members over time. This number allows for sufficient expertise and the population of committees, while also ensuring the size is manageable for making strategic decisions. Each member will serve a two-year term. Terms will be staggered to ensure that at any given time no more than one third of the Board has less than one year of experience on the Board. New members will be partnered with experienced ones in order to further the new members' effectiveness. Board members may not serve more than three consecutive terms. Once a Board member has served for three consecutive terms, the member will need to take a minimum of two years off before being considered for renomination. All board members will attend a yearly board governance training to ensure that all board members understand how to serve in accordance with the law and best practices. Board officers will also receive additional training specific to their roles. We will also provide our board with legal workshops as needed on Public Records Act compliance, governance, fiscal management and strategic planning.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix 5.3. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains

ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

### **Board Selection Criteria and Process**

Given the rigorous expectations of participation in governance, recruitment of the highest caliber Board members is essential. All potential candidates who meet strategic needs will be recruited from the community. Nominations from parents, staff, and board members will be selected according to Ipso School's bylaws. Candidates considered will be aligned with Ipso School's mission, and a commit to two years of service.

Ipso Schools' Governance Committee, will present potential Board members and officers for election by the Board of Trustees in accordance with our Bylaws which can be found in Appendix 5.2. Unless there is a vacancy to fill, the nominating process shall begin in March of each year and new Board members shall be elected in June of each year, so that new officers may start at the beginning of the Charter School's fiscal year.

The Board will be responsible for hiring, supporting and evaluating the Executive Director and will set the compensation for the Executive Director to execute the day-to-day management of the Charter School. To ensure the Executive Director is effectively implementing the mission of Ipso School, the Board will evaluate the Executive Director on a yearly basis and administer one written evaluation of the Executive Director.

The Board of Trustees is accountable for the academic, financial, and operational success of the Charter School, and is responsible for providing financial oversight of the Charter School. As such, the Board will select a Treasurer with experience in finance, economics, and/or accounting, and will create a Finance Committee.

The Treasurer and the Finance Committee will ensure that the Board monitors the Charter School's finances as well as ensures that the Charter School has robust financial and accounting systems and procedures in place. The Finance Committee will work with the Executive Director to develop an annual budget (by May of the previous year) and present it to the full Board for review and approval. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. At the end of the fiscal year, the Board will contract with a CPA firm to conduct an audit.

The Board of Trustees will have four officer positions to meet specific organizational needs, chosen through board elections:

- **Board Chair.** The Board Chair presides at all meetings, guides the Board in the enforcement of all policies and regulations relating to Ipso School, sets Board agendas in collaboration with the Executive Director, and performs all other duties normally incumbent upon such an officer.
- **Board Vice Chair.** The Board Vice Chair is the secondary volunteer leader of the Board and as such, takes responsibility for the duties of the chair as required in the chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.
- **Board Secretary.** The Board Secretary provides written agendas of the sessions of the full Board and the meetings of the standing committees in advance. The Board Secretary distributes to Board Members appropriate background information on subjects to be discussed 72 hours in advance of the Board meeting, prepares and provides written minutes to Board members, files approved minutes, and maintains the official list of Board Members in accordance with procedure.
- **Board Treasurer.** The Board Treasurer manages, with the Finance Committee, the Board's review of and action related to the Board's financial responsibilities including working with management to ensure that complete financial records are available if requested by auditors, the District, or other entitled parties. The Board Treasurer works with the Executive Director and financial back office vendor as hired to ensure that appropriate financial reports are made available to the Board on a timely basis and assists the Executive Director in preparing the annual budget to the Board for approval.<sup>104</sup>

### **Board Committees**

Ipso Schools' Board of Trustees may include five initial committees, detailed below:

- The **Governance Committee** will be responsible for ensuring the Board's compliance with all rules and regulations, and for maintaining and developing a healthy Board membership.
- The **Finance Committee** will be responsible for providing financial oversight of Ipso School and ensuring that the Charter School can provide for its educational and support programs in a fiscally responsible way.
- The **Development Committee** will be responsible for building community support and ensuring that Ipso School attracts the necessary financial resources to remain viable.
- The **Facilities Committee** will be dedicated to identifying and acquiring Ipso School's initial facility, as well as determining short-term and long-term plans for acquiring a permanent facility as the Charter School reaches capacity.

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<sup>104</sup> We contract with EdTec, a provider of charter school business management services. EdTec will work closely with the Executive Director and the Board Treasurer in preparing the annual budget.

- The **Academic Achievement Committee** will be responsible for working with Ipso School’s Executive Director to analyze academic progress and ensure that the Charter School is meeting the stated academic accountability goals of its charter application, as well as any additional measures of academic success that the board and Charter School leadership establish and deem appropriate.

The Executive Director will hire, support, and evaluate the Principal of Ipso School. The Principal will be responsible for hiring, supporting and evaluating all Charter School staff. The Executive Director and Principal will work closely together and the Executive Director will be responsible for communicating frequently with the Board of Trustees who govern the Charter School. Each month, the Executive Director will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings. To enable the Board to carry out their duties, the Executive Director will provide:

- Metrics to support fiduciary duties (summarized balance sheet, monthly income statement and projections, statement of cash flow and current Average Daily Attendance)
- Quarterly achievement data
- Capital investment plan and budget

### **Parental and Stakeholder Involvement**

Parents provide critical input to the Board and to the Charter School’s management; as such, it is essential that parents and families are involved and invested in the success and growth of the Charter School, and that their input is noted by the Principal, Executive Director and the Board of Trustees from the broadest family involvement possible.

Strategies for gathering parental input include:

1. Creation of an Ipso School Parent Leadership Team with advisory input to the Board of Trustees and Executive Director. Ipso School will also establish a English Learner Advisory Committee (“ELAC”) that will provide additional advisory input to the Board of Trustees and Executive Director.
2. Invitations to parents and families to attend regular Board meetings
3. Posting of Board agendas in a standardized location within the Charter School and on Ipso School’s website
4. Posting of Board minutes in a standardized location within the Charter School and on website
5. Ipso School will solicit parent input and feedback on the Charter School’s policies and practices regarding English learners and students with IEPs to be measured by the Special Education Parent Survey and the English Learner Needs Assessment Survey, Middle-of-Year, and End-of-Year School Climate Survey.
6. Monthly *cafecitos*, informal parent meetings, with members of Charter School administration

The Parent Leadership Team is a partnership between parents and Charter School leaders, allowing families to highlight successes, share challenges, and contribute to the Charter School community through fundraising, organizing parent volunteers, and developing or requesting specific workshops for parents and community members. It is a voluntary group that is open to all parents who are interested in taking part.

The English Learner Advisory Committee is responsible for giving advice to Charter School leadership and staff on programs and services for English learners. The committee will be involved in the development of our LCAP and Single Plan for Student Achievement (“SPSA”) plans. Ipso plans for parents of English learners to comprise at least the same percentage of the ELAC membership as EL students comprise in the Charter School’s total population. Interpretation services will be available at large public meetings.

The Principal will work closely with the Parent Leadership Team to organize monthly meetings. During the monthly Parent Leadership Team meetings, parents are invited to attend and participate in conversations with Charter School leaders about the overall success of the Charter School as well as any challenges they may be facing or improvements they would encourage.

The Principal will establish a variety of stakeholder groups to inform our school including Representatives from the Student Leadership Team, Parent Leadership Team, English Learner Advisory Committee, and Community Leadership Team. Representatives from each of these teams will comprise the Advisory Board, which provides input to the Principal, Executive Director, and Board of Trustees. Please see our organizational chart in Appendix 5.4.



## Element E. Employee Qualifications

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

### Employee Qualifications

In the first year of operation, the staff will include:

- Executive Director
- Principal
- Community Liaison
- Teachers
- Learning Coaches
- Office Manager

In subsequent years, full-time teachers may serve dual roles as instructional leaders and administrators. In all years during the term of the charter, we anticipate the Charter School will be supported by a financial back-office vendor.

#### **Executive Director**

Ipsos School's Executive Director will work with the Board of Trustees to ensure strategic policies align with the mission and vision of the school. She or he will hire and supervise the principal and will act as the main liaison between the school and the greater community regarding policy, fundraising and community relations. The minimum qualifications include:

- Bachelor's degree (M.Ed., MA or Doctorate preferred)
- Experience or significant training in education leadership, strategic planning, board relations, operations and financial management.
- Positive references and a good reputation.

#### **Principal**

Ipsos School administrators should possess leadership abilities, a comprehensive educational vision that is consistent with the mission of the school, skill in hiring and supervising excellent teachers, a familiarity with charter schools and the target population, technological facility, and management experience. The minimum criteria for administration candidates include:

- Bachelor's degree (M.Ed., MA or Doctorate preferred)
- A track record of strong educational leadership
- Positive references and good reputation
- Administrative credential preferred

#### **Community Liaison**

The community liaison at Ipsos will work with the principal to develop and create community partnerships to support authentic contexts for projects in the core content; to establish and monitor internships; and to consolidate services for families to support the

whole child. In addition, the community liaison will work with the principal to plan and facilitate Advisory Board, Parent Leadership Team, ELAC and other stakeholder meetings. General qualifications will include:

- Strong communication skills in reading, writing, speaking and listening.
- Fluency in English and Spanish.
- Proven ability to work collaboratively with a diverse group of stakeholders.

### **Teachers**

Pursuant to Education Code Section 47605(l), teachers of core, college prep courses at Ipso School will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted in accordance with Education Code Section 47605(l) for teachers in noncore, non-college prep courses such as mini-courses. A teacher of core academic subjects must have:

- Bachelor's degree
- CA teaching credential or a Preliminary Certificate/Credential for no more than three years while actively working toward completion of credential and demonstrated expertise in the applicable subject area
- Hold a CLAD or BCLAD Certificate
- Demonstrated classroom and subject matter competence
- Background Clearance from the Department of Justice

Teachers of noncore courses such as mini-courses must have:

- Bachelor's degree
- Demonstrated classroom and subject matter competence
- Background Clearance from the Department of Justice

To ensure quality instruction takes place throughout the Charter School, Ipso School will conduct continuous, year-round searches for high-caliber candidates for teaching positions, using teacher job fairs, online databases, and education networking events such as conferences and speeches. Example resources will include the National Board for Professional Teaching Standards, New Leaders for New Schools, Peace Corps and SummerBridge Alumni, Dominican University Graduates, Teach For America corps members and alumni, notices to career services at colleges and graduate schools, advertisements in local publications, web site postings and advertisements on sites including the California Charter Schools Association, Facebook, Google AdWords, Idealist.org, the Center for Ed Reform, Monster.com, JobTrak, Project Connect, Education American, and, upon our charter approval, our website.

### **Support Staff**

Ipso School staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the SRCHSD community and the student body as possible. It is equally important that

staff members are committed to the mission of the Charter School and will contribute positively.

### **Learning Coaches (Instructional Support Staff)**

General qualifications will include:

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Interest in seeking out productive collegial interaction and professional growth
- Exemplification and embodiment of the Charter School's core values
- Ability to successfully work with target population

### **Non-instructional Support Staff**

General qualifications will include:

- Ability to work with others in a team
- Ability to prioritize and manage a large number of responsibilities.
- Strong organizational skills
- Strong communication skills
- Ability to work independently.
- Proficiency in technology and willing to learn independently.
- Fluency in spoken Spanish and English.

### **Third Party Contractors**

Ipsos School will receive service from employees of organizations with which Ipsos School contracts. Ipsos School will ensure that the qualifications of the employees of contractors are consistent with the expectations for Ipsos School employees.

### **Professional Development**

Each faculty and staff member has a Personalized Educator Plan ("PEP"). The plan is developed by the employee with the input and approval of the Principal (the Principal will develop his or her plan with the Executive Director). The plan asks the employee to identify a set of professional development goals from areas that have been identified as the strands most pertinent to the success of an Ipsos School educator. The plan indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year. There is much more about our professional development in Element A.

## ELEMENT F: Health and Safety Procedures

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

In order to provide safety for all students and staff, Ipso School will adopt and implement full health and safety policies and procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Trustees. The Charter School shall ensure that staff is trained annually on the health and safety policies. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

Following is a summary of the health and safety policies of Ipso School.

### Criminal Record Summaries

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

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director will monitor compliance with this policy and report to the Ipso School's Board of Trustees on a regular basis. The Ipso School's Board Chair will monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

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

### Facilities 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).

## Health and Safety Procedures

### **Tuberculosis Risk Assessment and Examination**

Ipsos School's faculty and staff will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Immunizations**

All enrolled students and Ipsos staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000- 6075.

### **Medication in School**

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

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

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

### **Food Service and Other Auxiliary Services Safety**

Ipsos School will contract with an outside agency for its food service needs. The Ipsos School will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement. Ipsos School will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

### **Emergency Preparedness**

Ipsos School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school facility 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 Ipsos School. All Ipsos School staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent. Ipsos School shall adopt and provide a detailed set of health and safety related policies/procedures to the District prior to opening.

### **CPR Training**

All instructional staff and school leadership will be CPR and first aid certified.

### **Blood Borne Pathogens**

Ipsos School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Ipsos School 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**

Ipsos School will function as a drug, alcohol and smoke and tobacco free workplace.

**Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

Ipsos School is committed to providing a charter school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Ipsos School shall develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Ipsos 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 a sexual misconduct policy that will be developed.

## Element G: Means to Achieve Racial and Ethnic Balance

*Governing Law: 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 district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

Ipsos Schools will not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation), or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.

As stated in our core beliefs, Ipsos understands that all people learn best in diverse environments. Through our outreach efforts, we will ensure our charter school matches the demographic makeup of the San Rafael City High School District. According to the California Department of Education,<sup>105</sup> the 2014-2015 student body attending District high schools in the San Rafael City High School District was 47% Socioeconomically Disadvantaged, 17% English Learners, 53% Hispanic or Latino, 36% White, 5% Asian, 2% African American, <1% American Indian, <1% Pacific Islander, and <1% Filipino. Students needing Special Education services made up 7.1% of all 9-12 students attending high schools in the San Rafael City High School District<sup>106</sup>.

### Outreach Efforts to Date

We have gathered 313 signatures from parents interested in enrolling their students at the Ipsos School. Of these, 73 parents have students that would be in our first class of 9<sup>th</sup> graders in the fall of 2017. In order to generate interest from a wide cross section of families, we used the following strategies:

#### **Developing parent leaders**

We began having small parent meetings to construct a common vision for our ideal graduate. We conducted activities for parents and students to identify the strengths that they have when confronted with personal and academic challenges to show that everyone has the capacity to be successful. We reached out to local sports leagues, after school programs and community events to connect with families.

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<sup>105</sup> Enrollment Data for the San Rafael City High School District. California Department of Education Data Quest. Web.

<http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cChoice=DistEnrEth&cYear=2014-15&cSelect=2165466--San%20Rafael%20City%20High&TheCounty=&cLevel=District&cTopic=Enrollment&myTimeFrame=S&cType=ALL&cGender=B>

<sup>106</sup> Data compiled from San Rafael High School and Terra Linda High School's 2014-2015 School Accountability Report Cards found at:

[http://www.srscs.org/cms/resources?d=x&folder\\_group\\_id=1229223244065&id=1453106222438&group\\_id=1229223244065](http://www.srscs.org/cms/resources?d=x&folder_group_id=1229223244065&id=1453106222438&group_id=1229223244065)

### **Parent information meetings**

We have hosted over 18 parent information and input gathering meetings to get parents engaged and give us feedback on our model. These meetings were held at Marin Community Clinic, Pickleweed Community Center, and Falkirk Cultural Center to be easily accessible for our target population. Marin Community Clinic and the Pickleweed Community Center are located in the Canal Neighborhood of San Rafael and the Falkirk Cultural Center is located in downtown San Rafael. Translation services were available in Spanish and all materials were communicated in English and Spanish. Please see Appendix 2 for our outreach materials.

### **Created and distributed materials in English and Spanish**

We created informational brochures and flyers that were distributed at the Health Hubs hosted by Marin Community Clinics, Marin Community Clinics offices in San Rafael, Pickleweed Community Center, Boy and Girl Scout meetings, and sports teams, including the Canal Baseball League and Briseño league. In addition, Ipso organizers distributed flyers bus stops and Laundromats throughout the Canal neighborhood.

### **Online Presence**

We have a website ([www.ipsoschools.org](http://www.ipsoschools.org)) available in both English and Spanish. Community members signed up for regular updates in both English and Spanish. We also have a Facebook page, which we update events to in both English and Spanish. We also have a Twitter and Instagram accounts, @ipsoschools.

### **Ongoing Recruitment**

In order to fulfill the mission of Ipso, we will continue to reach out to the communities we are trying to serve. In addition to all of the above-mentioned outreach efforts, we will employ a community liaison who will maintain relationships with parent groups and feeder schools as well as with community-based organizations. As part of our leadership structure, our Parent Leadership Team will have a family outreach committee which will be dedicated to working with potential families, particularly in underserved neighborhoods.

Each year we will track the overall balance of our applications, as well as the individual neighborhoods from which they come. As we see neighborhoods and groups we may not be reaching, or those that might have many applications, we are committed to adjusting our outreach to ensure we are meeting our enrollment goals. This may include decreasing outreach in some areas while increasing it in others.

### **Efforts to recruit low-achieving and economically disadvantaged students**

Ipso School is committed to serving academically low-achieving and economically disadvantaged students. We will aggressively recruit students from our proposed charter school community as part of our mission-driven approach to enrolling students who have been traditionally underserved. We understand that those are the families who are disenfranchised and may not look to participate in a school choice process. We will reach out to those families explicitly, and assist them through printing bilingual forms in addition



to digital forms; providing individual assistance to complete forms and provide required enrollment materials; and reaching out to families that begin the process but do not follow through.

# ELEMENT H: ADMISSIONS REQUIREMENTS

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

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

## **Admissions**

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

Formal recruitment of incoming students begins in or after August of each calendar year for the following school year, beginning with Ipsos School advertising the open enrollment period. The recruitment process will begin in August and will be held through the middle of March. During this period any student who is interested in attending Ipsos School will to enroll will complete an online Application form or complete the Application form in person.

If there are more students who intend to enroll than there is capacity, a random public drawing (“lottery”) will be held. Please see the admissions preferences described below. If admitted through the random public drawing, the student may formally enroll by completing and submitting the full registration packet and submitting the necessary paperwork (outlined below) to facilitate the registration process. Upon receipt of the Application form to enter into the lottery, the student’s parent/guardian will receive the rules that will be followed during the lottery process.

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

1. Registration papers including emergency information, immunization records, national school lunch program application.
2. Parental rights and notification
3. Home Language Survey
4. Cumulative records request
5. Residency paperwork (utility bills, etc.)

We will actively recruit and distribute registration material, including home visits and personal outreach for assistance in completing an Application form to ensure that all students have access to the Charter School.

## Public Random Drawing

At full capacity, Ipso School will serve approximately 528 students in grades nine through twelve. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than it has capacity. In the event that this happens, Ipso School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year. Admission preferences in the case of a public random drawing shall include:

- All students enrolled at Ipso School (exempt from the lottery)
- Siblings of enrolled students
  - Includes all siblings and step-siblings living within the same household.
- Children of Ipso School's teachers and staff<sup>107</sup>
- Children of Ipso School's Board members
- Children of founding team members (as identified in the charter)
- Residents of the San Rafael City High School District
- Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school in which the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program, if applicable)
- Pupils who meet the CA state definition of socio-economically disadvantaged
- All other applicants

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

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

In addition, we will conduct outreach throughout the open enrollment period to ensure that typically underserved families have the necessary information and support they need to apply for completing the Application form. The lottery drawing will be scheduled at a time and place to best accommodate attendance of potential families and will be

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<sup>107</sup> The total number of students admitted through preferences 3, 4, and 5, combined, may not exceed 10% of the Charter School's enrollment.

conducted by an uninterested third party. Parents/families do not have to be present to participate.

We will communicate the results of the lottery directly to participants via email, U.S. mail, and/or phone calls. Parents/guardians will have five business days deadline to confirm enrollment via an intent to enroll declaration before we move on to the waitlist. We will make every effort to contact families of students who have been chosen by the lottery to confirm their intention before doing so.

We will create a waitlist using a numerical ranking through the public random drawing process. As spaces become available, we will communicate the availability via email, telephone, or U.S. mail. Parents/guardians will have five business days to accept the opening and enroll their child, or will give up their position on the waitlist.

### **Lottery Procedures**

1. The lottery will take place within 30 days of closing the open enrollment period.
2. The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School large enough to accommodate all interested parties.
3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School.
5. The lottery shall draw names from pools of ballots differentiated by grade level.
6. Beginning with the lowest grade, the ballots shall be drawn by a Charter School administrator or Board member.
7. The drawing shall continue until all names for that grade level are drawn.
8. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application/lottery forms. Families promoted off of the waiting list shall be informed by telephone and in writing and shall have a maximum of seven (7) days to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the

maximum response period will forfeit their right to enroll their student in the Charter School for that school year.

10. Existing students who wish to return must notify the Charter School during open enrollment.
11. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.
12. Applications received after the close of open enrollment will be added to the wait list after the lottery, in the order received, and will be contacted for enrollment when lottery wait list is exhausted.
13. All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student's status on the waiting list.

Once a student has been admitted, his or her parents will fill out an enrollment form.

**Planned Application, Public Random Drawing, and Admission Schedule**

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School Board as necessary.

<b>January – March</b>	Application forms available at school administrative office or online at the Charter School's website.
<b>First week of March</b>	All application forms due to Charter School.
<b>Last week of March</b>	Public random drawing conducted (if necessary).
<b>Last week of April</b>	Admission notification and enrollment packets distributed to parent and children who have been drawn in the public random drawing.
<b>Approximately 2 Weeks Later</b>	Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

## ELEMENT I: Independent Financial Audit

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

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

An *ad hoc* Audit Task Force will select an appropriate auditor through a request for proposal format and oversee the independent audit. The auditor will have, at minimum, a CPA and experience auditing educational institutions. The auditor will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education, by the 15th of December of each year. At the conclusion of the annual audit, the auditor will report directly to the Audit Committee, which will review the audit. The Executive Director, along with the Finance Committee, if any, and the back office business support provider, will then review any audit exceptions or deficiencies, and report to the Charter School Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

## ELEMENT J - Suspension and Expulsion Procedures

*Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

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

any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

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

### **B. Enumerated Offenses**

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

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



- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific

as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written

permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

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

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

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or

the personal property of the person threatened or his or her immediate family.

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

the services, activities, or privileges provided by the Charter School.

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

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

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

If it is determined by the Administrative Panel and/or Board of Trustees that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

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

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



At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **D. Authority to Expel**

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

## **E. Expulsion Procedures**

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

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a)

receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to

the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

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

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

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

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

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall

immediately be returned to his/her educational program.

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

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

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

### **J. Disciplinary Records**

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

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

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Trustees' decision to expel shall be final.

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

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

### **M. Rehabilitation Plans**

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

### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Trustees following

a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Trustees following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## **O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### **1. Notification of the District or SELPA**

The Charter School shall immediately notify the District, or, in the event the Charter School operates as an independent LEA, the SELPA, and coordinate the procedures in this policy with the District or SELPA of the discipline of any student with a disability or student that the Charter School, the District, or the SELPA would be deemed to have knowledge that the student had a disability.

### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-

case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under



any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Element K. Retirement Systems

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

The Executive Director will ensure that appropriate arrangements are made for retirement coverage for all Ipso School employees.

All certificated employees of Ipso School shall participate in the State Teachers' Retirement System ("STRS"). Non-certificated employees will be part of social security and not be part of Public Employees' Retirement System ("PERS".) All employees will have the opportunity to participate in a 401(a) retirement plan, or other plan approved by the Board of Trustees, and federal social security.

Ipso School will make all required employer contributions. Ipso School will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of a California employer.

## Element L. Public School Attendance Alternatives

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

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

## Element M. Employee Return Rights

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

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

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

## Element N. Dispute Resolution Procedures

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

Ipsos School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. Ipsos School is willing to consider changes to the process outlined below as suggested by the District.

Ipsos School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Ipsos School and the District, Ipsos School staff, employees and Board members of Ipsos School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director of Ipsos School, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Ipsos School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of Ipsos School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Ipsos School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and Ipsos School.

**Internal Disputes**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Parents, students, Board members, volunteers, and staff at the Charter School will be provided with a copy of the Charter School's policies and internal dispute resolution process. The District will promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## Element O. Closure Procedures

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

The following procedures shall apply in the event Ipso School closes. The following procedures apply regardless of the reason for closure.

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

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

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

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

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

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

As soon as reasonably practical, Ipso School shall prepare final financial records. Ipso School shall also have an independent audit completed within six months after closure. Ipso School shall pay for the final audit and other costs associated with school closure. The audit shall be prepared by a qualified Certified Public Accountant selected by Ipso School and shall be provided to the District promptly upon completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Ipso School.

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

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

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

As Ipso School is organized by a nonprofit public benefit corporation under California law, if Ipso Schools will dissolve along with Ipso School, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix 7, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.



# Miscellaneous Charter Provisions

## Budgets and Financial Reporting

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

The following reports will be submitted to SRCHSD, in the required format and within timelines to be specified by SRCHSD, each year:

1. Provisional Budget – Spring prior to operating fiscal year
2. Final Budget – July of the budget fiscal year
3. First Interim Projections – November of operating fiscal year
4. Second Interim Projections – February of operating fiscal year
5. Unaudited Actuals – July following the end of the fiscal year
6. Audited Actuals – December 15 following the end of the fiscal year
7. Classification Report – monthly according to school’s Calendar
8. Statistical Report– monthly according to school’s Calendar of Reports. In addition:
  - a. P1, first week of January
  - b. P2, first week of April
9. Instructional Calendar – annually five weeks prior to first day of instruction
10. Other reports as requested by the District

The Ipso School will be a fiscally independent, directly funded charter school.

Attached, as Appendix 7 Please find the following documents:

- Budget narrative
- Budget Projection
- Cash Flow
- Funding Commitment Letters

These documents are based upon the best data available to the petitioners at this time.

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

## Budgets

Each spring, Ipso School will establish an annual budget, monthly cash flow projections, and a five-year financial projection. The Executive Director will prepare the budget, and have the support of a back-office provider such as EdTec. A reputable back office provider offers sound assistance and guidance in a variety of areas critical to school management.

The Executive Director, with the support of its back-office provider, will work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the Charter School with the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year, and will also include ample reserves to accommodate cash flow challenges. A number of contingency budgets will also be prepared to provide guidance in the event of an unexpected increase in expenses (i.e. increased special education needs, increased insurance costs, unanticipated facility needs, unexpected staffing costs) or a decrease in revenue (including variables in revenue stream across the calendar).

The budget development process will begin in March of the preceding fiscal year, and will continue through the Governor's May revisions of the California state budget. The budget

and three-year projections will then be presented to The Ipsos School Board of Trustees for discussion and approval.

The Executive Director and Finance Committee will review monthly cash flow statements and will present comprehensive budget updates to the Board monthly. We will arrange for a representative from our back-office provider to present at board meetings as necessary will be assigned to the Charter School and may be present at all monthly board meetings to answer questions and provide further clarifications as needed. The Executive Director and Board of Trustees will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. Ipsos School places great value in being fiscally responsible. The five-year budget summary included in Appendix 7 details the expenditures and revenue for the first five years of the organization. The annual budget includes estimated revenues and expenditures with ample reserves to accommodate cash flow.

The Ipsos School Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

## Administrative Services

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School plans to contract with a reputable back-office provider, such as EdTec.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

The Executive Director of Ipsos School will assume the lead responsibility for financial matters at the Charter School under the policies adopted by and oversight provided by the Charter School's Board of Trustees. The Principal will manage the day-to-day financial management needs of the Charter School. The back-office provider will also support this on-site financial planning.

## Potential Civil Liability Effects and Impact on Authorizer

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

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

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law.

The Charter School shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other Authorizer-requested protocols to ensure the Authorizer shall not be liable for the operation of the Charter School.

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

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

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The Authorizer shall be named an additional insured on the general liability insurance of the Charter School.

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

## Facilities

*Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

Ipsos School plans to rent facilities within the District's boundaries and has enlisted a local commercial real estate broker, Mark Cooper, to help identify potential private real estate options that will support our charter school. We have also initiated conversations with the San Rafael Planning Commission to identify a suitable private facility. The Charter School may pursue facilities through Education Code Section 47614 et seq. and its implementing regulations ("Prop. 39").

We need approximately 9,100 square feet of space for our 132 students in the year 2017-2018. We are budgeting \$241,020 in rent for our first year. Our budget reflects an amount based on rental costs of similar property in the area. This square footage will serve the following uses:

**Classrooms:** We will need the equivalent of 4 classrooms. Ideally, this will include two large rooms with sliding dividers for flexible groupings.

**Offices/Reception:** We will need space for our office staff and administration as well as an area to welcome visitors to our charter school and ensure charter school safety.

**Specialty Rooms:** We would like to have a small multipurpose room, a space for a library, and a small kitchen.

**Outdoor:** We would like our facility to include an outdoor space that could extend the learning environment.

**Technology Infrastructure:** Our charter school will have reliable internet connections and sufficient bandwidth to support our charter school population. As the vast majority of our data will be stored in the cloud, we will not need a server room.

## Insurance

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

## Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

The Charter may be approved for one or more renewal terms in accordance with Education Code Section 47607 and its implementing regulations.

## Free and Reduced Price Lunch

Ipsos School plans to provide Free and Reduced Price Lunch services. We plan to make arrangements with a meal provider such as Revolution Foods to provide meals for our students.

## Transportation

Ipsos School does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP.

## Attendance Accounting

The Charter School will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law. We will use a Student Information Service such as Illuminate to track student attendance. Our school office manager and Principal will track attendance data to determine next steps for intervention.

## Administrative Services

The Charter School will provide its own administrative services and we will contract with a back office support provider, such as EdTec.

## Conclusion

Ipsos School will prepare all students for success in a four-year college or university by helping students cultivate the knowledge, 21st century skills, mindsets and networks needed for post-secondary success. Our students will be curious, self-directed learners who have developed skills including agency, creativity, collaboration and communication.

Ipsos will celebrate caring relationships, meaningful participation, and continual improvement. Our teachers and leaders will create a joyful, productive culture where error is welcomed as a learning opportunity and where individuals feel safe to explore as they develop their knowledge and understanding. Students will discover their passions and increase their intrinsic motivation by choosing and creating authentic projects, working in teams, and contributing to their community.

By approving this charter, the San Rafael City High School District will be fulfilling the intent of the California Legislature to encourage the establishment of charter schools. The Ipsos team is a diverse, experienced group of individuals committed to meeting the needs of our community. Ipsos School would expand the variety of educational options available in the San Rafael City Schools District. The Ipsos School will increase learning opportunities for all students, encourage the use of more innovative teaching practices, and create new professional opportunities for educators which will improve learning outcomes for all.