CLARKSVILLE CHARTER SCHOOL
3840 Rosin Court #100, Sacramento, California 95834
Phone (916) 568-9959 * Fax (916) 664-3995

Regular Board Meeting
Clarksville Charter School
June 8, 2019 – 10:00 a.m. – 11:00 a.m.
3840 Rosin Court #100
Sacramento, CA 95834

AGENDA

1. Call to Order
2. Public Comments
3. Approval of Board Meeting Minutes
4. Appointment of New Board Members and Officer Appointment
5. Acceptance of Resignations
6. Approval of 2019 – 2020 LCAP
7. Approval of July – April Financials
8. Approval of 2019 – 2020 Budgets
9. Approval of Extra Duty Pay for the Deputy Director
10. Approval of Board Resolution to Approve the Principals Salary and Supplemental Benefits
11. Approval of District Office Service Agreements
12. Approval of Board Resolution to Approve Employee Higher Education Scholarships
13. Closed Session - § 54957
14. Report out of Closed Session
15. Adjournment

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

Note: Clarksville Charter School Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 818-207-3837 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Regular Scheduled Board Meeting – Clarksville Charter School
March 2, 2019 - 11:00 am - 12:30 pm
3840 Rosin Court #100
Sacramento, CA 95834

Attendance: Katie Burwell, Emily Allen
Absent: None
Also Present: Shari Erlendson, Erika Vanderspek, Ed Robillard, Chris Williams, Kevin Foti, Bryanna Brossman, Julie Haycock, Heather Stokhaug and Jenell Sherman
Teleconference: Mollie Haycock

Call to Order:

Emily Allen called the meeting to order at 11:18 am.

Public Comments:

None

Approval of the Minutes:

Emily Allen motioned to approve the minutes from December 1, 2018 and February 8, 2019. Katie Burwell seconded.
-Unanimous

Approval of July – January Financials:

Katie Burwell motioned to approve the July – January Financials. Emily Allen seconded.
-Unanimous

Approval of the Second Interim Report

Emily Allen motioned to approve the Second Interim Report. Mollie Haycock seconded.
-Unanimous

Approval of the 2017 – 2018 Audit Report

Katie Burwell motioned to approve the 2017 – 2018 Audit Report. Emily Allen seconded.
-Unanimous

Approval of the Auditor Selection Forms

Katie Burwell motioned to approve the Auditor Selection Forms. Emily Allen seconded.
-Unanimous

Approval of the School Safety Plan

Emily Allen motioned to approve the School Safety Plan. Katie Burwell seconded.
-Unanimous

Approval of Revised Salary Schedules and Pay Scales

Katie Burwell motioned to approve the Revised Salary Schedules and Pay Scales. Mollie Haycock seconded.
-Unanimous

Discussion and Potential Action on Conflict of Interest Code

Katie Burwell motioned to approve the Conflict of Interest Code. Emily Allen seconded.
-Unanimous

Discussion and Potential Action on Revised Nonprofit Conflict of Interest Policy

Emily Allen motioned to approve the Revised Nonprofit Conflict of Interest Policy. Katie Burwell seconded.
-Unanimous

Discussion and Potential Action on Anti-Nepotism Policy

Katie Burwell motioned to approve the Anti-Nepotism Policy. Mollie Haycock seconded.
-Unanimous

Discussion and Potential Action on Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel

Emily Allen motioned to approve the Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel. Katie Burwell seconded.
-Unanimous

Discussion and Potential Action on Policy Confirming Restriction on the Provision of Funds or Other Thing of Value to Students, Parents or Guardians

Katie Burwell motioned to approve the Policy Confirming Restriction on the Provision of Funds or Other Thing of Value to Students, Parents or Guardians. Emily Allen seconded.
-Unanimous

Adjournment

Emily Allen motioned to adjourn the meeting at 12:10 pm. Katie Burwell seconded.
-Unanimous

Prepared By:
Bryanna Brossman

Noted By:

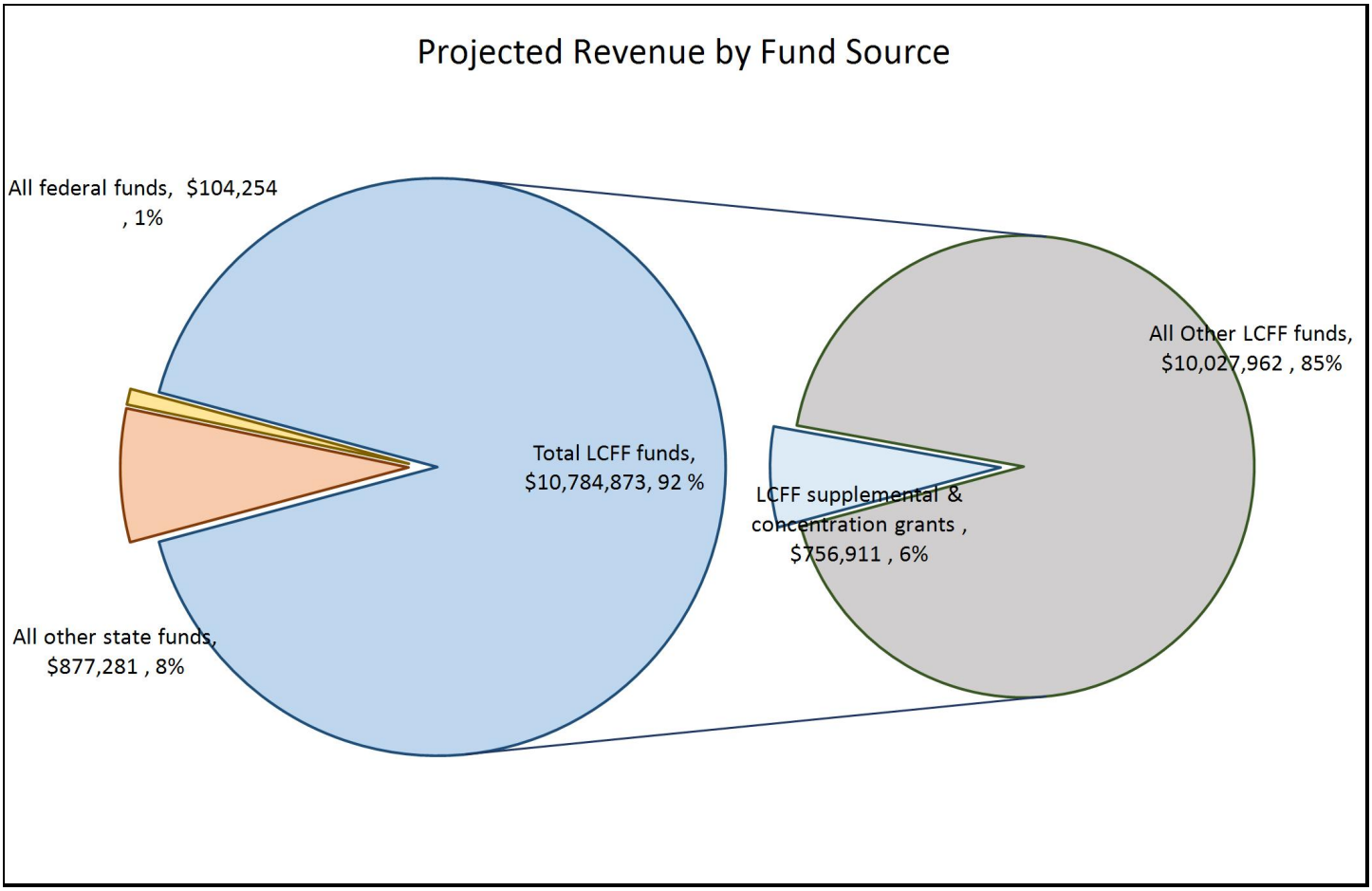
Katie Burwell
Board Secretary

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clarksville Charter School
CDS Code: 09618380136200
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Jennel Sherman, Senior Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

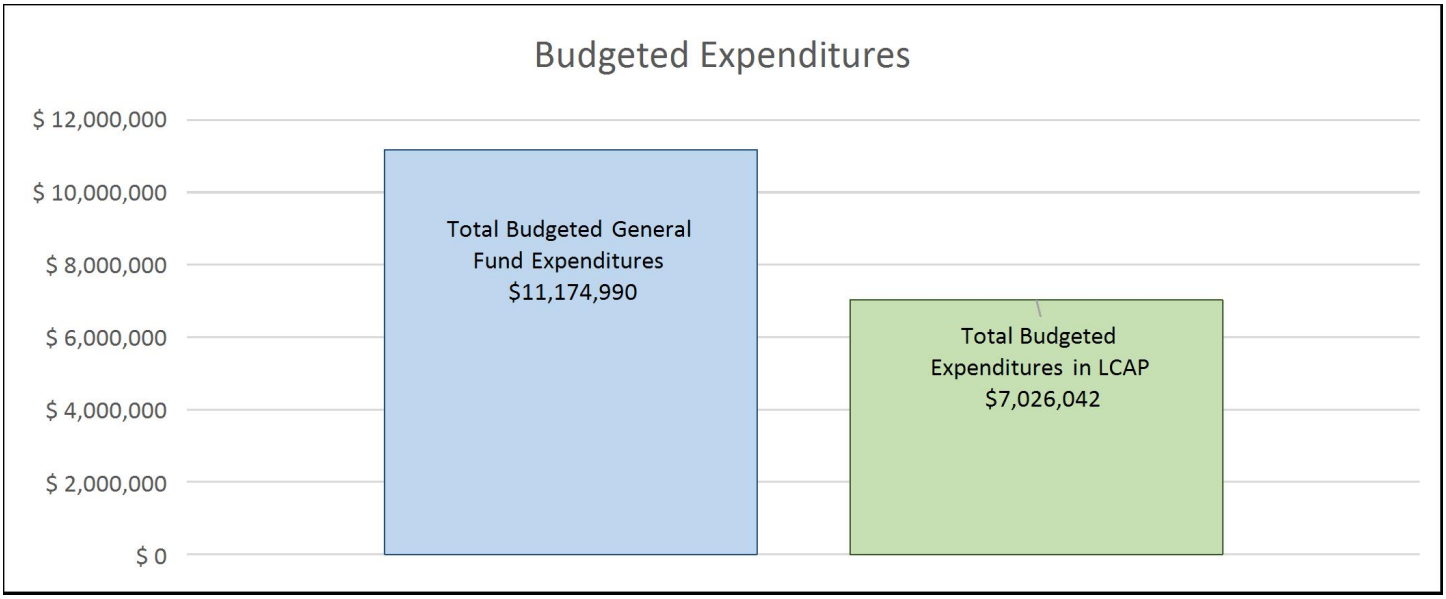


This chart shows the total general purpose revenue Clarksville Charter School expects to receive in the coming year from all sources.

The total revenue projected for Clarksville Charter School is $11,766,408, of which $10,784,873 is Local Control Funding Formula (LCFF), $877,281 is other state funds, $ is local funds, and $104,254 is federal funds. Of the $10,784,873 in LCFF Funds, $756,911 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Clarksville Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Clarksville Charter School plans to spend $11,174,990 for the 2019-20 school year. Of that amount, $7,026,042 is tied to actions/services in the LCAP and $4,148,948 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

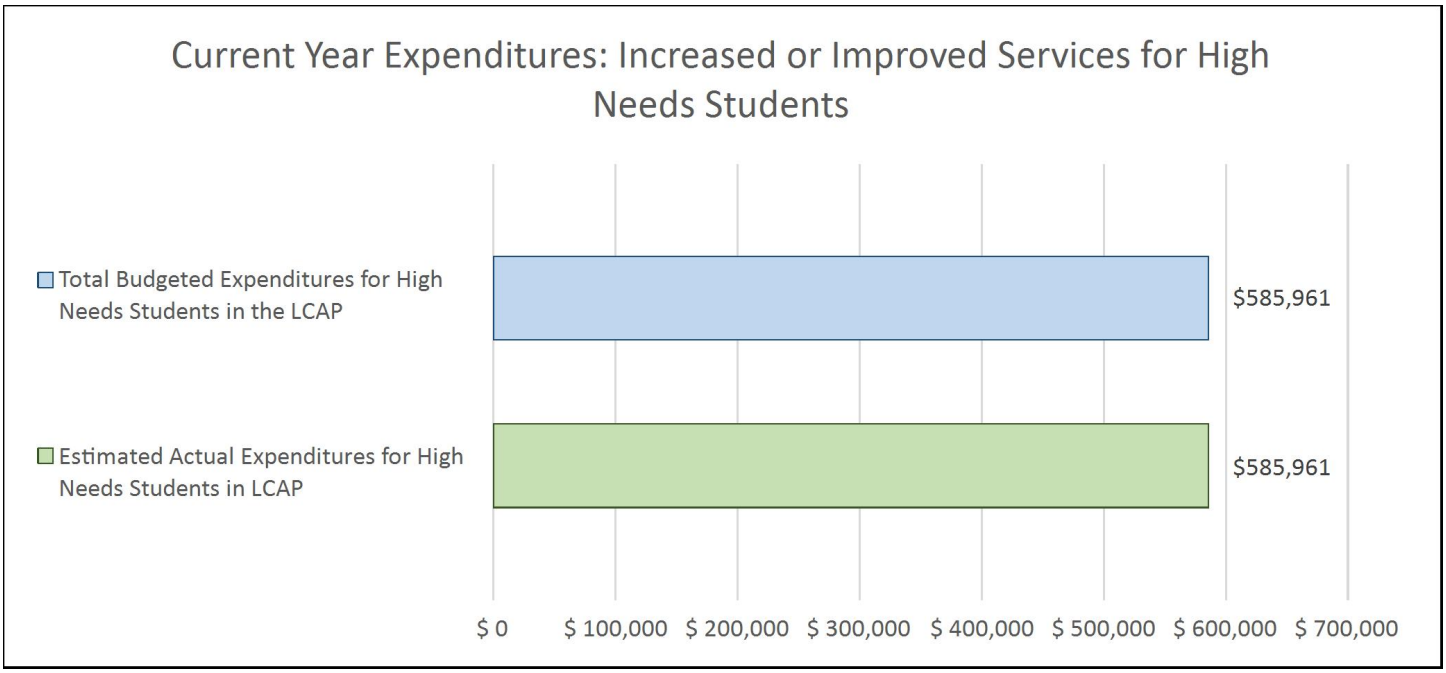
Classified salaries/benefits, administrator salaries/benefits, instructional materials, operations, professional services, and facility-related costs. The cost of our instructional materials is significant because we offer a variety of educational platforms including online courses, blended models of online course work, and individual tutoring services.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Clarksville Charter School is projecting it will receive $756,911 based on the enrollment of foster youth, English learner, and low-income students. Clarksville Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Clarksville Charter School plans to spend $756,911 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Clarksville Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Clarksville Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Clarksville Charter School's LCAP budgeted $585,961 for planned actions to increase or improve services for high needs students. Clarksville Charter School estimates that it will actually spend $585,961 for actions to increase or improve services for high needs students in 2018-19.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Clarksville Charter School	Jennel Sherman Senior Director	jenell@inspireschools.org (916) 568-9959

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Clarksville Charter School is a tuition-free public charter school offering personalized student learning in grades TK through 12 . We offer multiple educational programs and encourages parents to customize their child's learning experience to help address individual learning needs. Under the direction of caring, appropriately credentialed teachers, students complete an independent study and small group instruction online programs. Students can choose to complete their educational experience completely online, participate in a blended model of online coursework with some direct instruction, complete some offline textbook work, participate in homeschool curriculum, enroll in project-based courses, and enjoy enrichment opportunities.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year, we are adding Actions/Services intended to help improve our high school graduation rates and to increase our student performance including:

- Implement four-year graduation rate needs assessment and root cause analysis including related professional development (Goal 4, Action1)
- Implement Project Recovery for students, particularly for unduplicated students including those who are English Learners, Foster Youth, or have a low socio-economic background. (Goal 4, Action 4); and
- Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 (Goal 2, Action 4)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

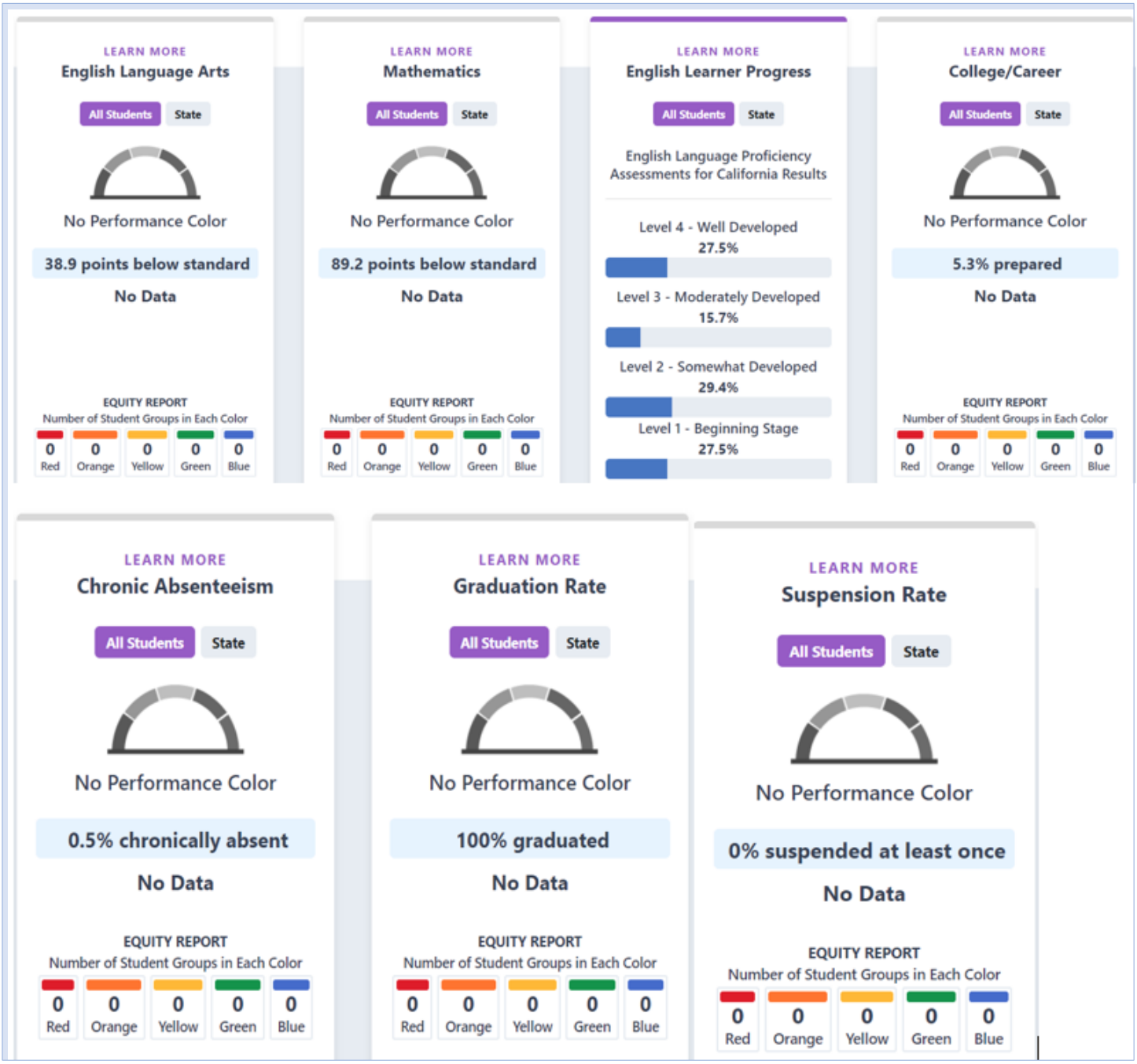
Greatest Progress

According to the 2018 California Schools Dashboard, our Graduation Rate Indicator score is 100% while our Suspension Rate Indicator is also 0%. Additionally, we experienced an improvement in the percentage of student who scored at "Prepared" on the College Career Indicator. We've implemented an RTI model, English Language Development instructional program, and Specialized Academic Instruction services to support students, as well as wet labs for science classes. Additionally, we are emphasizing a data-informed culture as evidenced by the hiring of a Dean of Academics, Director of Student Achievement and Accountability, and Coordinator of Professional Development. Further, we have implemented a schoolwide benchmark assessment window after which teachers analyze results and create individualized student goals.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

To receive a California Schools Dashboard color based performance levels/scores, a school must have two years of data. Because this is our first year, the Dashboard has not reported any color based score for our school. However, we scored 38.9 points below standard on ELA Indicator and 89.2 points below standard on the Mathematics Indicator. Further, 5.3% of our students scored at Prepared on the College Readiness Indicator. We are addressing our needs through several initiatives including collaborating with local colleges to increase the number of Dual Enrollment and Career Technical Education (CTE) courses we offer to students. Further, we are reviewing our CTE course pathways and codes within our Student Information System to track student completion better CTE course sequences. We are also actively collaborating with San Diego State University to conduct a root cause analysis of our state assessment results in math and ELA and to plan actionable steps towards a unified, strategic approach to continuous improvement including timelines, staff responsibilities, and needed materials.



Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Performance gaps are based on differences in color based performance level scores. However, to receive a California Schools Dashboard color based performance levels/scores, a school must have two years of data. Because this is our first year, the Dashboard has not reported any color based score for our school. As a result, there student group performance gaps to report.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	None	None	None	None	None
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	None	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	None	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Appropriately assigned and credential teachers will develop, implement, and assess standards-based academic content supported by Professional Development Plan consistent with our mission and objectives, focusing first on personalized learning, critical thinking strategies, data analysis, and Common Core State Standards.

State and/or Local Priorities addressed by this goal:

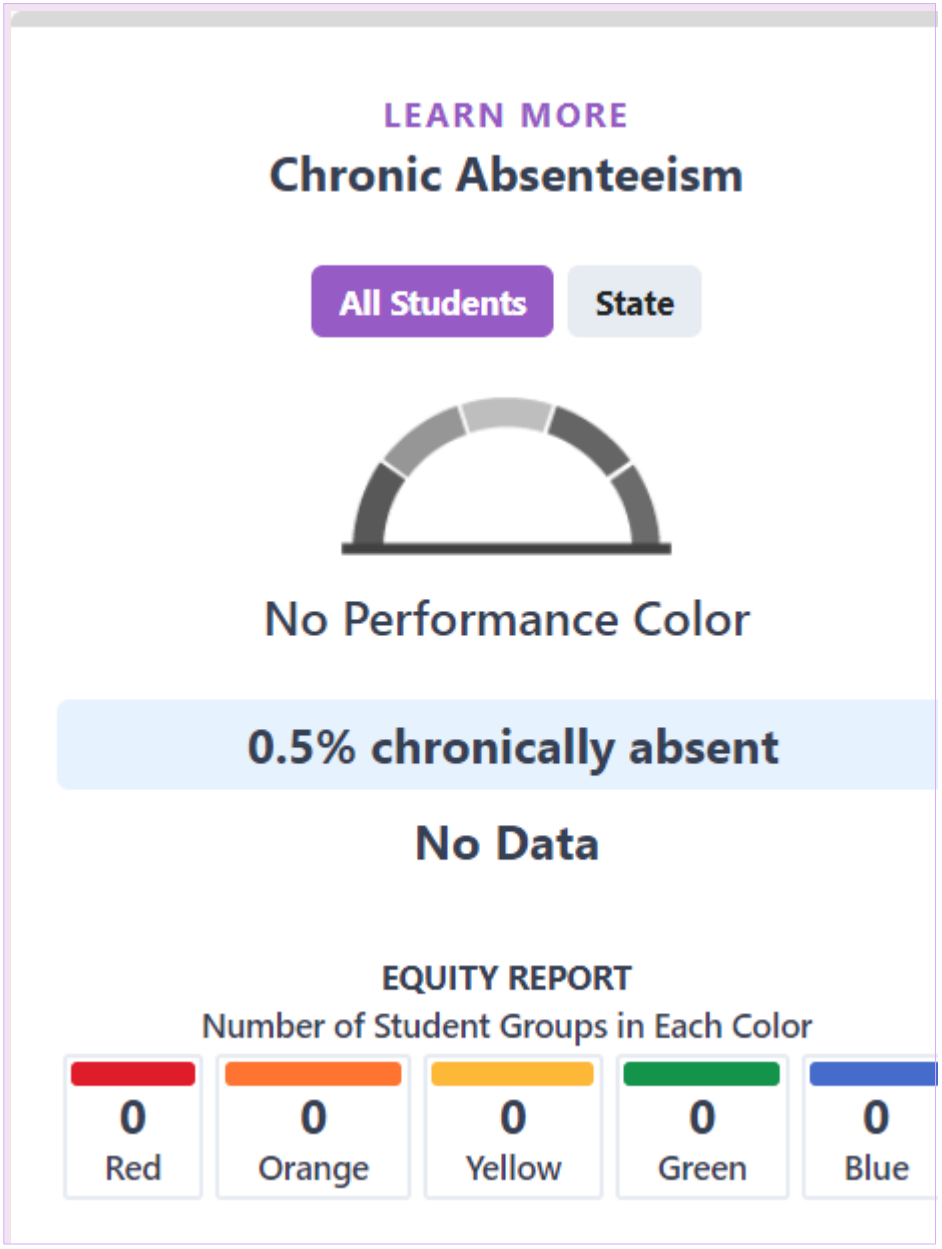
State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

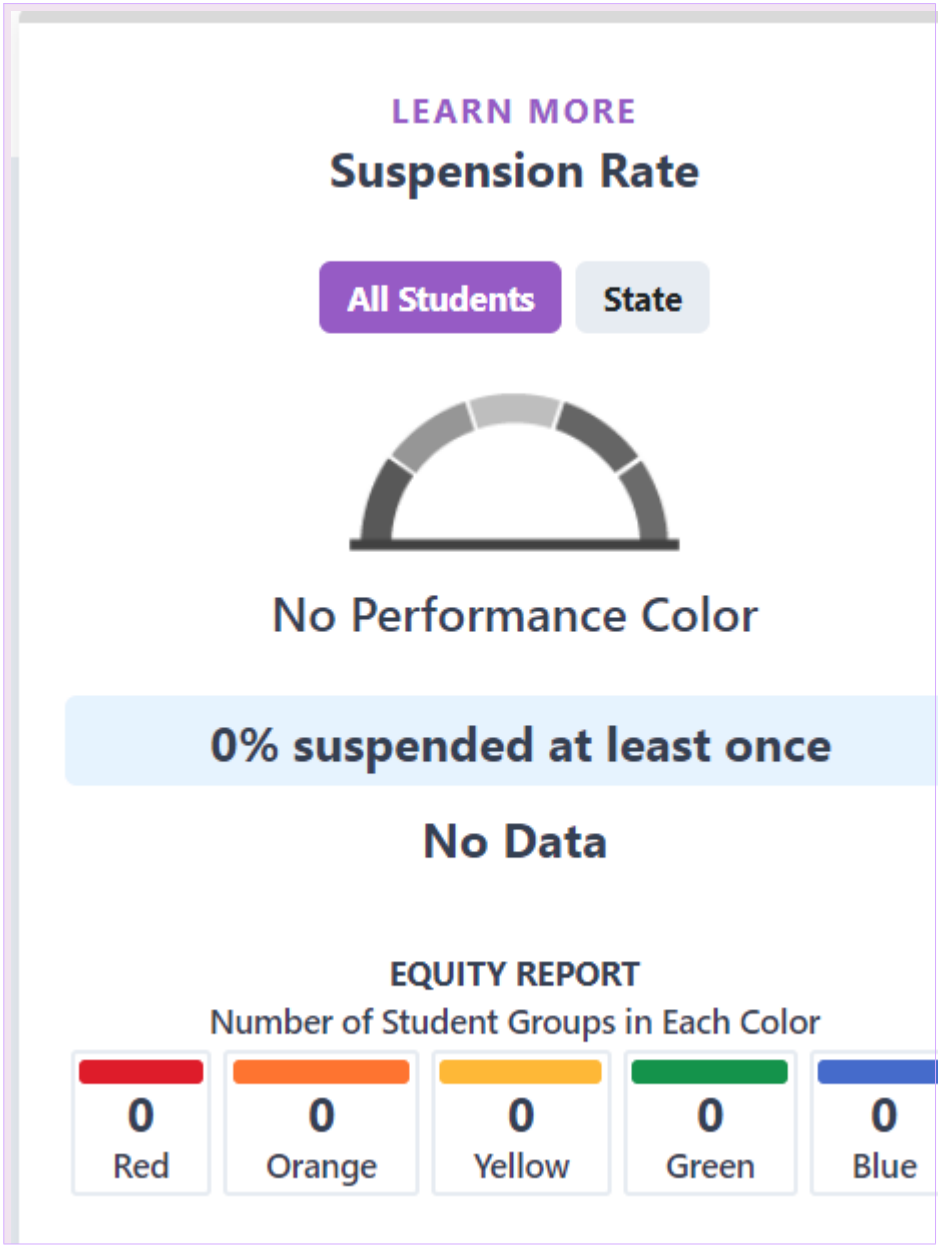
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of teachers appropriately assigned and fully credentialed. **Baseline** New school program and baseline will be established 2017- 2016 school year.	100% of the teachers are appropriately assigned and fully credentialed.
Metric/Indicator Increase number of students participating in Enrichment opportunities as measured by student enrollment. **Baseline** New program and Baseline data will be available in 2017-18	The baseline data 2017-2018 was 25% students participated in teacher led field trips. In 2018-2019, there were 50% students who participated in teacher led field trips.
Metric/Indicator Increase opportunities for parent participation in various school activities. **Baseline** New program and Baseline data will be available in 2017-18	We had over 58% families participate in our back to school event, curriculum fairs, and family celebrations. All families participate in monthly meetings with their child's home school teacher (HST).

Expected	Actual
Metric/Indicator Increase parent participation rate for the school climate survey by 10%. **Baseline** New school program and baseline will be established 2017- 2016 school year.	64% of the parents returned the LCAP parent survey as of April 15, 2019. While we did increase the number of parents participating in the survey, we will continue to encourage more parents to participate.
Metric/Indicator Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments. **Baseline** New school program and baseline will be established 2017- 2016 school year.	Our attendance rate remains steady at 95% or higher for each month.
Metric/Indicator Maintain chronic absenteeism rate at 0%. **Baseline** New school program and baseline will be established 2017- 2016 school year.	Our chronic absenteeism rate is 0.5% (California Schools Dashboard).

Expected	Actual
	
Metric/Indicator Maintain the rate of pupil suspension and expulsions rates. **Baseline**	Our pupil suspension and expulsion rates remain steady at 0% California School Dashboard).

Expected	Actual
New school program and baseline will be established 2017- 2016 school year.	
Metric/Indicator Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report.	100% of our facilities are considered safe according to the Facilities Inventory (FIT) Report.

Expected	Actual
Baseline New school program and baseline will be established 2017- 2016 school year.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Ensure teachers are subject matter competent: • Annual teacher credential review, including CLAD or equivalent • Audit Highly Qualified Teacher assignments • Implement a performance review process that evaluates teacher implementation of CCSS effectively.	As planned, we implemented a performance review process and determined that all staff are appropriately qualified and assigned.	Certificated Teachers 1100 $2,075,700	CertificateStaff 1000-1999: Certificated Personnel Salaries LCFF Base $2,279,756

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focused Professional development and parent engagement: • Create and implement school-wide and department professional development calendar and data meetings for staff and parents.	We made an effort to include all families, particularly those with an EL, low-SES, or foster/homeless youth background and to support their needs. Further, our regular PD sessions were informed by parent and staff needs.	Professional Development 5804 $5,100	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $12,177

• Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis. • Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Monitor and intervene on attendance and behavior: • Monthly analysis of attendance and behavior data by subgroup. • Special education services to students with emotional and behavioral challenges as required by IEP. • Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures. • Administer, analyze, and respond to results of	We implemented all sub-actions/services including providing adequate support for emotional and behavioral needs, the administration of surveys, and interventions for students at risk of dropping out. However, the amount of work required led us to add staff members whose primary job is monitor student transitions including the entering of correct exit/transfer codes on our SIS. This allowed us to we follow up with every student who is not enrolled at another school to encourage them to re- enroll with us to ensure they continue their education.	Certificated Administrators 1300 $94,003	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base $0

annual student and staff satisfaction surveys. • Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Continue the use of Parent Portal: • Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal • Continue to engage parents in use of parent portal (demonstration sessions, how to guides) • Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.	All teachers engaged parents/caregivers through regular communication including the parent portal. We provided access to our parent portal to all of our parents. The portal allows families to access to students logs, assignments, grades, test score, attendance, student schedule, class registration, transcript credit summary, resources for instructional guides and "I Can Statements."	Already included in goal Not Applicable 0	Expenditures included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We carried out all planned actions/services including monitoring student attendance/behavior and providing supports and needed, proactively communicating with parents including the use of the parent portal, and monitoring teacher assignments to ensure all are appropriately qualified.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

For the most part, our actions/services we effective in meeting this goal. For example, our attendance, chronic absenteeism, and suspension rates are positive. However, we have 871 students but we received only 69 parent surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Based on increased enrollment, our costs associated with Action 2 increased. Also, costs associated with Action 3 are significantly reduced as compared to last year because these costs are subsumed within Action 1.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the need to ensure student engagement and attendance, we determined the need to add additional staff to focus on monitoring of student enrollment and transfers to increase the accuracy of information/data.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Create systems and structures that provide multiple pathways of personalized learning and increase College and Career Readiness of our students to close the achievement gap for all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

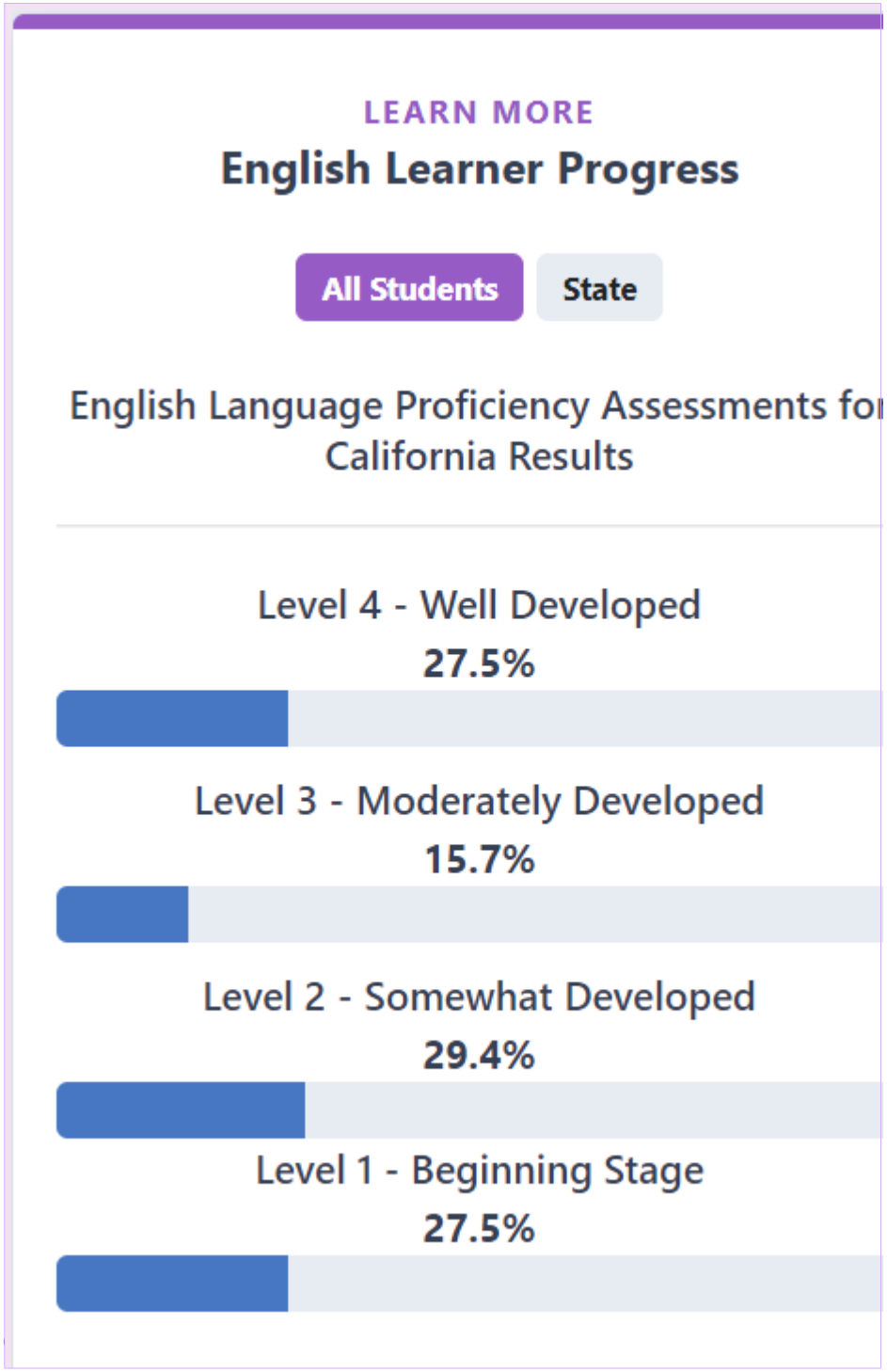
Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP participation rate will be at least 95% **Baseline** New school program and baseline will be established 2017-2016 school year.	Our CAASPP participation rate is 92% (California Schools Dashboard) which is an increase from previous years but still is a focus for the school.
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups, will meet or exceed the statewide average **Baseline** 40%	37% of our students scored at Standard Met or Standard Exceeded on the ELA Smarter Balanced Assessment (California Schools Dashboard), which is 3% decline from the baseline.
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups, will meet or exceed the statewide average **Baseline**	18% of our students scored at Standard Met or Standard Exceeded on the Mathematics Smarter Balanced Assessment (California Schools Dashboard) which is a slight decline from the baseline.

Expected	Actual
24%	
Metric/Indicator 10% of English learners will increase one level of proficiency on the ELPAC annually **Baseline** 50%	The ELPAC was phased in during the 2017-18 school year. Districts administered the CELDT in fall of 2017-18 while the ELPAC was administered in the spring. The 2018 English Learner Progress Indicator (California Schools Dashboard) scores are based on the results of the ELPAC only. As a result, measuring the increase in the percentage of English Learners (EL) who increased by one level of proficiency from 2017 to 2018 is indeterminable. No data was released by the CDE for 2017 English Learner Progress Indicator while the 2018 results are: Level 4- 27.5% Level 3- 15.7% Level 2- 29.4% Level 1- 27.5% As a result of the English Learner Progress Indicator calculation change, we plan to modify the expected percentages on the Expected Annual Measurable Outcomes for this metric.

Expected

Actual



Expected	Actual
Metric/Indicator At least 10% of EL students will demonstrate eligibility for reclassification **Baseline** 16%	38.8% of English Learners (ELs) reclassified to RFEP.
Metric/Indicator 95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught. **Baseline** New school program and baseline will be established 2017-2016 school year.	95% of our students participated in the fall quarterly interim benchmark assessment, an increase of 17% from last year (78%)
Metric/Indicator A professional development calendar will be created to include specific CCSS PD. **Baseline** 100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.	100% of our teachers participated in 15 hours or more of curriculum training for common core state standards (CCSS).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.	85% of our students participated in the fall quarterly interim benchmark and teachers analyzed results to provide appropriate support.	Certificated Administrators 1300 $153,000	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Implement RTI model: • Identify at-risk students	Our RTI model successfully identified students in need of support and provided appropriate	See software costs listed in goal 1 action 4	4305 Software 4000-4999: Books And Supplies LCFF Base $194,368

• Use RTI tiers to determine each student's level of need • Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	help. For example, 136 students were identified for reading intervention and 98 for math intervention. Also, 14 students were deemed in need of speech support, 5 were referred for Tier II support, while 3 received Tier III support.. Student Study Teams (SST) composed of teachers, parents, intervention specialists, curriculum specialists, and a member of the special education team (psychologist or resource specialist) established 6 week goals for these students and regularly monitored progress and recommended additional support as needed including online or in person support.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS Administer the ELPAC annually to all EL students during the appropriate testing window ELD teacher to conduct designated EL instruction Form an EL committee to monitor EL progress on core courses and	This year we stopped administering the CELDT and administered only the ELPAC. 51 students students participated in the ELPAC. Teachers provide designated ELD instruction through online video conference platforms. This year, we form an EL Committee to monitor the academic progress of ELs. We also provided dedicated ELD instruction and appropriately identified EL students.	Included in 1100 salary costs listed in goal 1, action 1 Not Applicable 0	Expenditures included in 5104 PD costs listed in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF Base 0

provide interventions three times a year.	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to build up course lists and pathways that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan of students. Committee to review and approve new curriculum and courses Counselors and HST teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.	Our College and Career Readiness Committee and Curriculum Adoption Committee helped inform our HSTs who, in turn, supported families with available CTE and dual enrollment courses. We also 3 VAPA based CTE pathways. This year, we offered 181 A-G courses, an increase of 47 from last year (note: the number listed last year, 234, is incorrect and should be 134). This year, we added a CTE, VAPA based pathway.	Included in 1100 salary costs listed in goal 1, action 1 Not Applicable 0	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of planned actions/services including the implementation of an RTI model and appropriate supports, compliance related to ELs, the administration of benchmark assessments, and addition of CTE courses occurred without complications.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We believe the effectiveness of the actions/services implemented to meet this goal could have been more effective. For example, 100% of our teachers participated in 15 hours or more of curriculum training for common core state standards, 85% of our students participated in the fall quarterly interim benchmark, 43% of our ELs scored at Well Developed or Moderately Developed on the EL Indicator, and nearly 40% reclassified. However, 37% of our students scored at Standard Met or Exceed on the ELA state assessment while 18% performed likewise for math. Next year, we plan to collaborate with the National Center for Urban School Transformation to conduct a root cause analysis regarding our scores. Further, we would have liked to have implemented more CTE pathways. Additionally, we want to see an increase in the number of students who meet grade-level proficiency after participating in assigned interventions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs for Action 1 reflect a reduction because they are subsumed within Action 1, Goal 1. The increase in expenditures for Action 2 reflects the increased costs of software.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This year, we formed an ELD Commitee.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication.

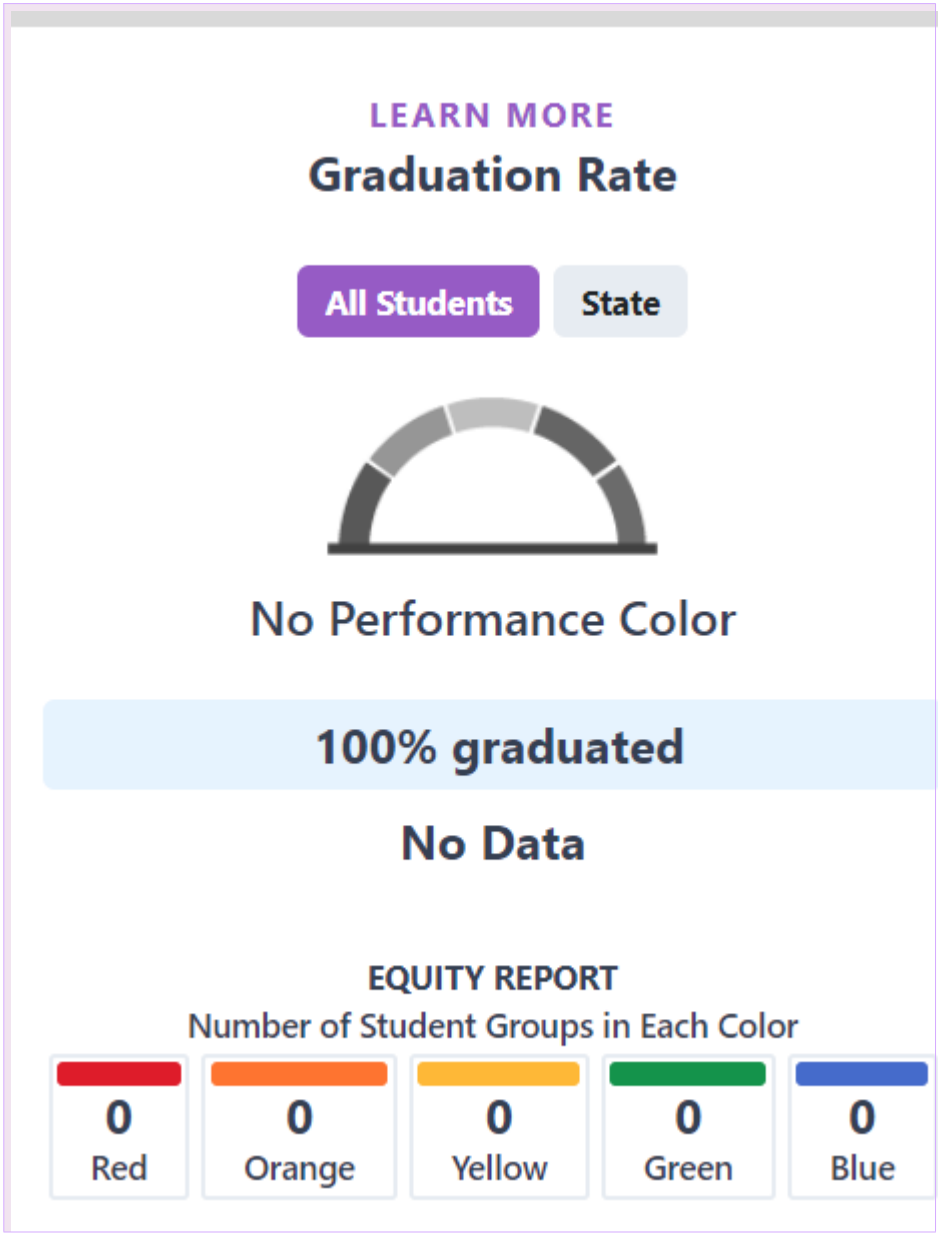
State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase High School Cohort graduation rate **Baseline** New high school program and baseline will be established 2017- 2016 school year.	Our projected graduation rate is 100%. Based on the dashboard, the four-year cohort graduation rate for 2018 is 100%. We will continue to ensure a 100% graduation rate.

Expected	Actual
	
Metric/Indicator Increase the number of students taking Career Technical Education sequences or programs	This year, 23 students have enrolled in CTE Pathways. We plan to modify this metric to reflect progress on the College Career Indicator (California Schools Dashboard). The College Readiness Indicator reports results in three levels: Prepared, Approaching Prepared, and Not Prepared. As measured by

Expected	Actual
Baseline New high school program and baseline will be established 2017- 2016 school year.	the College Career Indicator, 5.3% of our students scored at Prepared, 47.4% scored at Approaching Prepared, and 47.4% scored at Not Prepared. We are working to increase the number of vertically aligned CTE pathways.For example, this year we added a CTE performing arts pathway.
Metric/Indicator Increase the number of students participating in the SAT /ACT/ PSAT. **Baseline** New high school program and baseline will be established 2017- 2016 school year.	TBD
Metric/Indicator Increase the number of students taking college level course through AP or with concurrent enrollment in community colleges. **Baseline** New metric	This year, our students enrolled in 17 (fall 11, spring 6) dual enrollment courses.
Metric/Indicator Increase the number of students passing AP tests with scores of 3 or higher by 5% **Baseline** New high school program and baseline will be established 2017- 2016 school year.	We are encouraging students to take AP tests.
Metric/Indicator Decrease the high school cohort dropout rate. **Baseline** New school program and baseline will be established 2017- 2016 school year.	Our 2017-18 cohort dropout rate is 0%.
Metric/Indicator Maintain 100% of high school students with 4-Year Plans created by a Guidance Counselor **Baseline** New school program and baseline will be established 2017- 2016 school year.	100% of our high school students have a 4-Year Plan created by a Guidance Counselor.
Metric/Indicator Decrease the middle school dropout rate. **Baseline** New action and Baseline data is pending	Our SIS does not identify any middle school students as dropouts.

Expected	Actual
Metric/Indicator 40% of high school students will be on track to graduate with A-G requirements fulfilled **Baseline** New school program and baseline will be established 2017- 2016 school year.	80% of our 9th and 10th graders are on track to graduate prepared on the College Readiness Indicator.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Project Recovery for students who did not continue with Inspire the following school year to decrease the dropout rates in middle and high school.	To effectively implement this action/service, staff proactively monitor to ensure all students graduate within four years including enrollment in correct courses, calculating projected graduation rates, to follow up with students/families as needed, as well as to provide related professional development to staff.	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide all required classes for students within their selected High school course plans to ensure all students are prepared for their selected college/career pathway.	We provided access to CTE courses but want to increase their number as well as the number of CTE pathways.	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 3

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to provide targeted, research-based math & ELA support for struggling students.	HSTs worked collaboratively with students and parents to provide math and ELA support as needed to ensure academic success.	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	We made an effort to train teachers about high school based college and career requirements including a-g requirements, individual graduation plans, and dual enrollment.	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We were able to implement all planned actions/services including ELA/math support, college/career readiness PD for staff, providing required courses to ensure all students are prepared for their selected pathway, and an increased focused on our graduation rate. However, we quickly realized we would not be able to adequately complete action/service 1 without additional staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although the Dashboard has not released complete data for our school, we believe most of actions/services are could have been more effective in helping to meet this goal. While, our four-year cohort graduation rate is 100% and 100% of our high school students have a 4-Year Plan created by a Guidance Counselor, we would like to see an increase the number of students taking AP and dual enrolment courses as well as AP courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditures for Goal three were included in Goal 1, Action 1. There were no additional expenses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Due to our low four-year graduation cohort rates, we added 2 FTEs to proactively monitor that all students graduate in a timely manner.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Develop and implement a board course of study allowing students collaborative learning opportunities to navigate technology and communicate effectively.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of students will have access to a computer **Baseline** Baseline data will be created in 2017-18	100% of our students have access to a computer.
Metric/Indicator 100% of the students will have a broad course of study through vendor lobby electives and enrichment opporutities. **Baseline** New action	100% of our students have a broad course of study including enrichment opportunities through vendors and field trips.
Metric/Indicator Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in. **Baseline** Baseline data will be created in 2017-18	In 2018-2019 school year, students participated in the Yearbook Committee, Student Council, National Honor Society (10th -12th),National Jr. Honor Society (7th - 9th) Inventors Fair, variety of clubs, and Academic Decathlon.
Metric/Indicator	Our website plays a critical role in communicating FAQs, policies, and program descriptions (that are updated regularly). According to google

Expected	Actual
Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log. **Baseline** 100%	analytics, are website traffic is as follows: 1 day active users 6 (100%) 7 day active users 72 (100%) 14 day active users 111 (100%) 28 active users 210 (100%)
Metric/Indicator Continue to provide access to online courses as well as textbook based courses to meet the needs of diverse learners. **Baseline** 100%	100% of our students have access to both online and in person courses. Students have an option to use textbooks, or online curriculum or blend of both. Teachers work closely with families to ensure student is making academic progress with curriculum being used.
Metric/Indicator Continue to provide access to online courses as well as textbook. **Baseline** Baseline data will be created in 2017-18	100% of our students have access to both online and in person courses. Students have an option to use textbooks, or online curriculum or blend of both. Teachers work closely with families to ensure student is making academic progress with curriculum being used.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities.	We successfully continued to provide all students with funds to use toward enrichment activities and VAPA courses of their choice.	Special Activities and fieldtrips 4303 $159,053	5106 Other Educational Consultants 5000-5999: Services And Other Operating Expenditures LCFF Base $1,996,525

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Collect data to ensure students have access to technology to create technology based projects	We were able to provide appropriate technology to students to participate in requested	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

or participating in programs such as coding.	courses/enrichment activities including coding.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hybrid high school courses will include project- based learning that incorporates technology, collaboration, and student communication skills.	We have not made the progress in this area we hoped to make. We continue to research appropriate projected based courses that match an online, independent study format.	No additional expenses	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills.	We successfully increased opportunities for students to participated in leadership and academic events including Academic Decathlon and robotics programs as well as the National Honor Society and the National Jr Honor Society.	No additional expenses	4000-4999: Books And Supplies LCFF Base $317,127

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Per our plan, most actions/services were executed including creating opportunities for students to develop their confidence and leadership skills and providing all families with funds to use toward enrichment activities. However, we struggled to find appropriate high school courses that incorporated technology and project-based learning.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We believe most actions/services chosen to meet this goal were effective. For example, we maintained updated information on our website that is well visited by parents and we were able to provide enrichment opportunities for students to improve confidence and

leadership skills. Additonally, 100% of students have access to online and in person courses, a broad course of study, and access to a computer. However, we were not successful in finding many high school courses that incorporated technology and project-based learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase expenditures within Action 1 reflect an increased number of requests by students to participate in enrichment opportunities. The same is true for Action 4.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no substantive changes made to this goal, expected outcomes, metrics, or actions/services.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

- August 2 – 4, 2018: In-person teacher training focused on homeschool curriculum strategies, pedagogies, and monitoring/supporting student progress towards CCSS.
- August 22, 2018: Teacher online PD focused on understanding the College Career Indicator.
- September 1, 2018: Family Liaison In-person training regarding LCAP Actions focused on increasing family engagement and support.
- September 3, 2018: Online monthly parent meeting called Inspiring Parents Live led by the senior director to explain the STAR360 diagnostic and CAASPP Scores as they relate to the LCAP.
- September 4, 2018: Staff training regarding CAASPP scores, common core standards (I Can Statements), school accountability, curriculum alignment, and Star 360 results.
- September 10, 2018: Staff training focused on available intervention programs to support students academically at risk (Pathblazer, Reading Horizons, Learning Ally)
- September 19, 2018: Lending library grand opening with families and students.
- September 21, 2018: Back to school family information day. Staff presented to parents on a variety of topics including the LCAP goals, curriculum, testing, clubs, student and parent leadership opportunities, parent portal, and accountability data.
- September 28, 2018: Staff training focused on supporting high school students with individual graduation plans (IGP's).
- October 1, 2018: Online monthly parent meeting called Inspiring Parents Live led by the senior director to explain the California Department of Education Smarter Balance Resources.
- October 3, 2018: Staff training focused on curriculum opportunities for high school students using the eDynamic and Naviance curriculums.
- October 5, 2018: In-person parent meeting led by curriculum director focused on enrichment academies and to discuss school success, areas of focus, and alignment to LCAP goals/actions.
- October 20, 2018: Curriculum Fair—families invited to meet with staff and to learn more about academic support resources.
- November 1, 2018: Online monthly parent meeting called Inspiring Parents Live led by the senior director.
- December 2, 2018: Online staff conference led by curriculum director focused on LCAP goals and actions, including progress.
- December 3, 2018: Board of Trustees meeting- curriculum director presented the Board with an LCAP goals/actions update, including data, progress towards goals, and the California Schools Dashboard.

- December 6, 2018: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused on progress toward LCAP goals.
- February 4, 2019: In-service staff training focused on state and college readiness tests, including the CAASPP, SAT, ACT, and AP.
- February 7, 2019: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused state assessments and their relation to the LCAP .
- February-May 2019: Online weekly parent forum meetings led by the testing and assessment director focused on student achievement goals, assessment goals, and participation in the CAASPP.
- March 7, 2019: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused on Smarter Balanced Assessment tools and resources.
- April 2, 2019: High School Expo: Students and parents invited to learn more about college and career readiness and opportunities.
- April 3 – June 5, 2019: Online monthly parent meetings focused on Brave Writer curriculum.
- April 4, 2019: Online monthly parent meeting called Inspiring Parents Live led by the senior director focused LCAP goals for 2019-2020.
- April 5, 2019: Staff meeting focused on feedback for 2019-20 LCAP goals, including four-year cohort graduation rate.
- April 8, 2019: LCAP Parent and Student Surveys sent via email.
- April 12, 2019: LCAP Staff Surveys sent via email including questions regarding our four-year cohort graduation rate.
- April 15 and 18, 2019: Parent workshop focused on supporting and preparing students for assessments.
- April 22, 2019: Parent meeting focused on increasing involvement and opportunities, including the California Homeschool Parent Association.
- May 1-2, 2019: District and site administrator meeting focused on LCAP goals/actions, including progress, planned modifications, and Dashboard performance.
- May 7, 2019: HSTs met with students and parents to assist with completion of Parent and Student LCAP Survey.
- May 8-9, 2019: Online community forum led by curriculum director focused on LCAP goals/actions. Staff, community members, and parents were encouraged to provided feedback.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The following themes emerged during our stakeholder input meetings:

1. Enrichment Opportunities- Both parents and students indicate they enjoy field trips because they help contextualize learning and would like more of them. In particular, students are interested in more science and local history based field trips. Also, parents

indicate they enjoy hands-on enrichment academies and believe they would be even more beneficial if enrollment in academies were based on grade-level. LCAP Goal 1, Action 3 is intended to support enrichment opportunities. We will embed parent and students suggestions regarding enrichment opportunities within this Action.

2. Communication- Parents indicate they enjoy regular communication with staff/teachers, including monthly online meetings called Live with Parents, the parent portal, and emails. A few parents recommended consolidating the number of hyperlinks on the school website, making it easier for parents to access information. LCAP Goal 4, Action 6 focuses on online communication with parents. We will embed parent suggestions regarding hyperlinks within this Action.

3. Curriculum Training- Both parents and staff commented on curriculum training. Teachers indicate they enjoy the current professional development format, including in-person monthly meetings with peers, and want an increased number of workshops focused on supporting high school students and with the math achievement. LCAP Goal 1, Action 2 and Goal 2, Actions 3 and 4 support staff professional development. We will embed an increased number of workshops focused on supporting high school students and math achievement within these Actions. Parents indicate they enjoy meetings with teachers to obtain guidance and support as well as parent workshops and want an increased number of workshops focused on the mathematics curriculum and literacy strategies enabling them to support their children at home better. LCAP Goal 2, Actions 3 and 6, and Goal 4, Actions 2 and 3 focus on supporting parents with the curriculum. We will increase the number of parent workshops focused on mathematics and literacy strategies within these Actions.

4. Instructional Materials- Parents indicate they enjoy the Lending Library. A few parents also indicated a desire for increased opportunities to review textbooks and/or curriculums before ordering them. Further, a few parents indicated a desire to increase the number of instructional materials available for gifted students. LCAP Goal 2, Action 6 and Goal 3, Action 2 focus on staff meetings with parents to create a personalized learning plan. We will embed parent suggestions regarding instructional materials within these Actions.

5. In Person Socializing- Both parents and students indicate a desire for increased opportunities to socialize with peers. LCAP Goal 4, Action 5 focuses on facilitating opportunities to improve confidence and leadership skills. We will embed parent and students suggestions regarding opportunities to socialize within this Action.
6. Celebration of Students- Parents indicate they would like an increased number of in-person events that celebrate their children, including plays, dances, and recognition events. LCAP Goal 4, Action 5 focuses on facilitating opportunities to improve confidence and leadership skills. We will embed parent suggestions regarding celebrating students within this Action.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Basic Conditions

Identified Need:

As an independent study school, students need a variety of ways to engage with the school community to positively impact their educational experience. Focused professional development for parents/learning coaches continues to be a need because they provide daily instructional support to students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of teachers appropriately credentialed and assigned.	100%	100%	100%	
Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.	100%	100%.	100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of student with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.	100%	100%	100%	
Percent of students who have access to a computer.	100%	100%	100%	
Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities.	100%	100%	100%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: K-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure teachers are subject matter competent: Annual teacher credential review, including CLAD or equivalent Audit Highly Qualified Teacher assignments Implement a performance review process that evaluates teacher implementation of CCSS effectively.	Ensure teachers are subject matter competent: Annual teacher credential review, including CLAD or equivalent Audit Highly Qualified Teacher assignments Implement a performance review process that evaluates teacher implementation of CCSS effectively.	Ensure teachers are appropriate credentialed and assigned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,167,500	$9,350,850	$3,195,000
Source	1100	1100	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$81,600	$16,484
Source	5804	5804	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional/consulting services

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilitate student groups that promote collaboration and communication among students in person and online	Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities.	Provide access to broad course of study such as VAPA courses and enrichment opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$757,566	$772,717	$1,685,954
Source	1300	1300	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries Certificated Administrators	5000-5999: Services And Other Operating Expenditures 5106 Other Educational Consultants

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Implementation of Academic Standards

Identified Need:

Our analysis includes the California dashboard as well as local measures. There is a need to increase our participation rates and performance on the Smarter Balanced Assessments. Administration and staff need to create and implement a formal system to quickly identify and support students in danger of failing.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP participation rate will be at least 95%	Baseline data will be established in 2017-18 school year.	92%	TBD in Fall 2019	
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups	40%	37.4%	TBD in Fall 2019	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups	24%	18.4%	TBD in Fall 2019	
10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	Level 4- 27.5% Level 3- 15.7% Level 2- 29.4% Level 1- 27.5%	Level 4- 27.5% Level 3- 15.7% Level 2- 29.4% Level 1- 27.5%	TBD in Fall 2019	
At least 10% of EL students will reclassify	0%	38.8%	TBD	
100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year	100%	100%	100%	
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught	75%	78%	TBD	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.	Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.	Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,156,480	$1,179,610	$1,185,000
Source	1300	1300	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries No additional costs

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement RTI model: Identify at-risk students Use RTI tiers to determine each student's level of need Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	Continue to Implement RTI model: Identify at-risk students Continue to use RTI tiers to determine each student's level of need Continue to Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes	Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$186,693
Source			LCFF Base
Budget Reference	See software costs listed in goal 1 action 4 See software costs listed in goal 1 action 4	See software costs listed in goal 1 action 4 See software costs listed in goal 1 action 4	4000-4999: Books And Supplies 4305 software

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS	Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS	Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC,

Administer the CELDT annually to all EL students during the appropriate testing window Hire ELD teacher to conduct designated EL instruction Track student progress toward meeting EL proficiency requirements	Administer the ELPAC annually to all EL students during the appropriate testing window ELD teacher to conduct designated EL instruction Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.	identifying ELs, administering language surveys, and coordinating ELD instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	137,000
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1 Included in 1100 salary costs listed in goal 1, action 1	Included in 1100 salary costs listed in goal 1, action 1 Included in 1100 salary costs listed in goal 1, action 1	5000-5999: Services And Other Operating Expenditures Included in 5104 PD costs listed in Goal 1, Action 2

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Focused Professional development and parent engagement: Create and implement school-wide and department professional development calendar and data meetings for staff and parents. Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis. Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.	Focused Professional development and parent engagement: Create and implement school-wide and department professional development calendar and data meetings for staff and parents. Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis. Provide opportunities for families to support their students' educations and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.	Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Not Applicable	Not Applicable	Low Performing Student Block Grant (LPSBG)
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1 Included in 1100 salary costs listed in goal 1, action 1	Included in 1100 salary costs listed in goal 1, action 1 Included in 1100 salary costs listed in goal 1, action 1	5000-5999: Services And Other Operating Expenditures Included in 5104 PD costs listed in Goal 1, Action 2

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to provide targeted, research-based math & ELA support for struggling students	Continue to provide targeted, research-based math & ELA support for struggling students	This action is embedded within Action 4 of this Goal and thus discontinued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.	Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.	This Action is embedded within Action 2 of this Goal and thus discontinued.

Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.	Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our analysis includes the California dashboard and local measures. There is a need to increase our College and Career Readiness by increasing the number of vertically aligned CTE pathways, college-level courses, and completion of A-G course sequences. The school needs to establish community partnerships and connections to provide students with more college and career resources and/or internship opportunities for students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of students taking college level courses (concurrent enrollment or within community colleges)	100 students will enroll in college level courses.	100 students enrolled in college level courses.	This year, our students enrolled in 17 (fall 11, spring 6) dual enrollment courses.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Counselors and HST teachers will meet with each student and family to a create personalized learning plan	100%	100%	100%	
Increase the number of Career Technical Pathways	Establish at least one CTE Pathways	2 Pathways	3 Pathways	
Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator	5.3% of our students scored at Prepared, 47.4% scored at Approaching Prepared, and 47.4% scored at Not Prepared.	5.3% of our students scored at Prepared, 47.4% scored at Approaching Prepared, and 47.4% scored at Not Prepared.	TBD	
Percent of students that pass AP examination with a score of 3 or higher	This will be based on 2017-18 test results	TBD	TBD	
Decrease the middle school dropout rate.	Our SIS does not identify any middle school students as dropouts.	Our SIS does not identify any middle school students as dropouts.	Our SIS does not identify any middle school students as dropouts.	
40% of high school students will be on track to graduate with A-G requirements fulfilled	New school program and baseline will be established 2017- 2016 school year.	46%	TBD	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career	Implement Project Recovery for students who did not continue with Inspire the following school year to decrease the dropout rates in middle and high school.	Increase number of vertically aligned CTE Pathways

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Source			LCFF Base
Budget Reference	No additional expenses No additional expenses	No additional expenses No additional expenses	1000-1999: Certificated Personnel Salaries No additional expenses

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Source			LCFF Base
Budget Reference	No additional expenses No additional expenses	No additional expenses No additional expenses	5800: Professional/Consulting Services And Operating Expenditures Professional/consulting services and operating expenditures costs included in Goal 1, Action 2

Action 3

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.

Budgeted Expenditures

Amount			0
Source			General Fund – LCFF Base
Budget Reference	No additional expenses No additional expense	No additional expenses No additional expense	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	• Parent Involvement and Engagement • School Climate Survey

Identified Need:

Our analysis includes the California dashboard and local measures. There is a need to increase our four-year cohort high school graduation rates. Additionally, by virtue of our online/independent study platform, it is important to maintain engagement of student, parent, staff, and community engagement

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase number of students participating in Enrichment opportunities as measured by student enrollment	56%	56% students participated in Enrichment academies.	54% students participated in Enrichment academies.	
Increased student participation academic and leadership	56%	56% students participated in Enrichment academies.	In 2018-2019 school year, students participated in the	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in			Yearbook Committee, Student Council, Meet the Masters, National Honor Society (10th - 12th), National Jr. Honor Society (7th - 9th) Inventors Fair and two new programs: Academic Decathlon and a Robotics. Students from Academic Decathlon are going to national competition and The Robotics will be participating in the world competition. There was one student who is going to the National for Spelling Bee competition.	
Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics	100%	100%	100%	
Maintain chronic absenteeism rate at 0%.	0%	0.5%	TBD	
Maintain the rate of pupil suspension and expulsions rates.	0%	0%	0%	
Increase high school cohort graduation rate	27.8%	100%	TBD	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the high school cohort dropout rate	TBD	Data not released by CDE.	TBD	
Decrease the middle school dropout rate	Our SIS does not identify any middle school students as dropouts.	Our SIS does not identify any middle school students as dropouts.	Our SIS does not identify any middle school students as dropouts.	
Increase parent participation rate for the school climate survey by 10	33% surveys were returned	33%	8% parents returned the LCAP parent sur9 vey as of April 15, 2019. While we did increase the number of parents participating in the survey, we will continue to encourage more parents to participate.	
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments	95%	95% or higher for each month.	Our attendance rate remains steady at 95% or higher for each month.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	Unchanged Action	New Action

		Implement four-year graduation rate needs assessment and root cause analysis including related professional development

Budgeted Expenditures

Amount			0
Source	4303	4303	LCFF Base
Budget Reference	Not Applicable	Not Applicable	1000-1999: Certificated Personnel Salaries No additional expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: K-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action		Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS Administer the CELDT annually to all EL students during the appropriate testing window Hire ELD teacher to conduct designated EL instruction Track student progress toward meeting EL proficiency requirements	Identify, assess, and instruct English Language Learners: Systematically collect home language survey and identify ELs upon enrollment into SIS Administer the ELPAC annually to all EL students during the appropriate testing window ELD teacher to conduct designated EL instruction Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.	Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$108,384
Source			LCFF Supplemental and Concentration
Budget Reference	No additional expenses No additional expense	No additional expenses No additional expense	1000-1999: Certificated Personnel Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools Specific Grade Spans: K-12 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action Unchanged Action	Modified Action Unchanged Action	New Action Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures. Administer, analyze, and respond to results of annual student and staff satisfaction surveys.	Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required. We have added staff members whose primary jobs is project recovery including a Director of Secondary Services and his team monitor to increase monitoring of student transitions including the entering of correct exit/transfer codes on our SIS. We have noticed a spike in enrollment at the high school with students who were credit deficit and on the verge of turning 18, making them a high risk for dropping out. This year, we follow up with every student who is not enrolled at another school to encourage them to re- enroll with us to ensure they continue their education	Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs

Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$108,384
Source			LCFF Supplemental and Concentration
Budget Reference	No additional expenses No additional expense	No additional expenses No additional expense	1000-1999: Certificated Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: K-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor and intervene on attendance and behavior: Monthly analysis of attendance and behavior data by subgroup. Special education services to students with emotional and behavioral challenges as required by IEP. Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures. Administer, analyze, and respond to results of annual student and staff satisfaction surveys. Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing	Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required. We have added staff members whose primary jobs is project recovery including a Director of Secondary Services and his team monitor to increase monitoring of student transitions including the entering of correct exit/transfer codes on our SIS. We have noticed a spike in enrollment at the high school with students who were credit deficit and on the verge of turning 18, making them a high risk for dropping out. This year, we follow up with every student who is not enrolled at another school to encourage them to re- enroll with us to ensure they continue their education.	Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$114,124
Source			LCFF Supplemental and Concentration
Budget Reference	No additional expenses	No additional expenses	1000-1999: Certificated Personnel Salaries No additional expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Enrichment Academy syllabi will include at least 1 student project presentation per term	Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills.	Increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.

Utilize small group break-out activities in Blackboard web classroom sessions.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$289,019
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log.	Maintain and update FAQs, policies, and program descriptions on school website as monitored monthly by staff log.	Maintain updated FAQs, policies, and program descriptions on school website

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries No specific cost, included in district office services

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$756,911	7.55 UPDATE%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

We will use supplemental and concentration funds to augment supports and services to principally benefit targeted unduplicated groups including English learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students in a school-wide manner.

We have made a concerted effort to analyze the unique academic, social, and emotional needs of students with an EL, FY, or SED background. The supplemental and concentration funds identified in our LCAP effectively support the needs of our unduplicated students by supporting/augmenting the following actions/services:

- Parent liaison position-this position addresses specific needs of unduplicated students including augmented communication with their families (Goal 4,

Action 2)

- Foster/homeless youth liaison position- this position addresses the specific needs of foster/homeless youth including proactive monitoring of socio-

emotional needs (Goal 4, Action 3)

- Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction (Goal 2, Action 3)

- Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year to

decrease the dropout rates in middle and high school (Goal 4, Action 4)

- Increase opportunities for unduplicated students to participate in leadership and academic events to develop confidence and skills (Goal 4, Action 5)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,315,431	4.59%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The supplemental funds will be used to support the development and implementation of support services for English Learners (EL), Foster Youth and Low-Socio-Economic students charter-wide. We recognize the unique needs of low-income students, English Learners, and foster youth. In support of our foster youth, English Learners and at-risk students, we will provide support through our parent liaison and foster-homeless youth liaison. This team will monitor the progress of the identified students, connect students to counseling as needed, and ensure that foster youth transition appropriately to independent study program environment both academically and social-emotionally.

In addition, we will continue to provide Homeschool Teachers (HST) with the instructional support they need through professional development, planning, data analysis, coaching, and knowledge building for teachers. The processing and planning time needed for teachers to collaborate and plan for instruction will come through our monthly professional development with the Director. HSTs work with parents at least every 20 days or more frequently as needed to support students academically and review enrichment activities students are engaged in to ensure students are receiving a broad course of study.

Target support will be provided to the subgroups. Dedicated staff members (Foster-Homeless Youth Liaison and Director of English Language Development) monitored students who were foster youth and/or English Learners to ensure they were on-track academically. In addition, Parent liaisons connected with the students and provided support in connecting with teachers to provide academic support and connect students to local social-emotional services. English learner teacher provided daily ELD for all English Learners. Students were provided opportunities to attend field trips and activities to build collaboration, language, and exposure to the arts and science.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,277,170	4.38%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The supplemental funds were used to support the development and implementation of support services for English Learners (EL), Foster Youth and Low-Socio-Economic students charter-wide. Target support will be provided to the subgroups. Dedicated staff members (Foster-Homeless Youth Liaison and Director of English Language Development) monitored students who were foster youth and/or English Learners to ensure they were on-track academically. In addition, Parent Liaisons connected with the students and provided support in connecting with teachers to provide academic support and connect students to local social-emotional services. An English learner teacher provided daily ELD for all English Learners. Students were provided opportunities to attend field trips and activities to build collaboration, language, and exposure to the arts and science. Students were provided interventions such as Pathblazer, Reading Horizons, designated ELD and English in a Flash so that all students have the necessary resources and interventions to be successful. In addition, an RtI model was utilized to support students who are not making academic progress.

Other action/service specifically aimed toward English Learners was the identification of EL curriculum and tools that will meet the needs of our independent study students, specifically students who lack direct support due to the home language not being English

and who, due to the nature of independent study, often do not receive the individual support they need. Another focus was to provide intervention curriculum to support the subgroups who were falling behind and required intensive interventions. The regular student load for supervising teachers does not allow for the time or focus needed to support the English Development of these students. Curriculum and resources have been identified and a pilot will be used to gauge the effectiveness and appropriateness for all independent study students. Other support services and resources will be offered Charter-wide providing access to ELD for all EL students by a CLAD credential teacher, including tutors and/or small group teaching. Student advisors are assigned to foster youth to ensure an adult is supporting and connecting with the student to keep them on track. All EL tools, support and resources will be available Charter-wide for all students who need additional support in English language development.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary]

[Annual Update]

[Stakeholder Engagement]

[Goals, Actions, and Services]

[Planned Actions/Services]

[Demonstration of Increased or Improved Services for Unduplicated Students]

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	2,486,856.00	4,799,953.00	11,161,546.00	11,384,777.00	7,026,042.00	29,572,365.00
1100	2,075,700.00	0.00	9,167,500.00	9,350,850.00	0.00	18,518,350.00
1300	247,003.00	0.00	1,914,046.00	1,952,327.00	0.00	3,866,373.00
4303	159,053.00	0.00	0.00	0.00	0.00	0.00
5804	5,100.00	0.00	80,000.00	81,600.00	0.00	161,600.00
General Fund – LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	0.00	0.00	0.00	0.00
LCFF Base	0.00	4,799,953.00	0.00	0.00	6,269,131.00	6,269,131.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	756,911.00	756,911.00
Low Performing Student Block Grant (LPSBG)	0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	2,486,856.00	4,799,953.00	11,161,546.00	11,384,777.00	7,026,042.00	29,572,365.00
1000-1999: Certificated Personnel Salaries	0.00	2,279,756.00	11,081,546.00	11,303,177.00	4,710,892.00	27,095,615.00
4000-4999: Books And Supplies	0.00	511,495.00	0.00	0.00	186,693.00	186,693.00
5000-5999: Services And Other Operating Expenditures	0.00	1,996,525.00	0.00	0.00	1,822,954.00	1,822,954.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	12,177.00	80,000.00	81,600.00	305,503.00	467,103.00
Already included in goal	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Administrators	247,003.00	0.00	0.00	0.00	0.00	0.00
Certificated Teachers	2,075,700.00	0.00	0.00	0.00	0.00	0.00
Included in 1100 salary costs listed in goal 1, action 1	0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Professional Development	5,100.00	0.00	0.00	0.00	0.00	0.00
Special Activities and fieldtrips	159,053.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	2,486,856.00	4,799,953.00	11,161,546.00	11,384,777.00	7,026,042.00	29,572,365.00
1000-1999: Certificated Personnel Salaries	1100	0.00	0.00	9,167,500.00	9,350,850.00	0.00	18,518,350.00
1000-1999: Certificated Personnel Salaries	1300	0.00	0.00	1,914,046.00	1,952,327.00	0.00	3,866,373.00
1000-1999: Certificated Personnel Salaries	General Fund – LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	2,279,756.00	0.00	0.00	4,380,000.00	4,380,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	330,892.00	330,892.00
4000-4999: Books And Supplies	General Fund – LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	511,495.00	0.00	0.00	186,693.00	186,693.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	1,996,525.00	0.00	0.00	1,685,954.00	1,685,954.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	137,000.00	137,000.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant (LPSBG)	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	5804	0.00	0.00	80,000.00	81,600.00	0.00	161,600.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	12,177.00	0.00	0.00	16,484.00	16,484.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	289,019.00	289,019.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
Already included in goal	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Certificated Administrators	1300	247,003.00	0.00	0.00	0.00	0.00	0.00
Certificated Teachers	1100	2,075,700.00	0.00	0.00	0.00	0.00	0.00
Included in 1100 salary costs listed in goal 1, action 1	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Professional Development	5804	5,100.00	0.00	0.00	0.00	0.00	0.00
Special Activities and fieldtrips	4303	159,053.00	0.00	0.00	0.00	0.00	0.00
Special Activities and fieldtrips	General Fund – LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	2,174,803.00	2,291,933.00	10,005,066.00	10,205,167.00	4,897,438.00	25,107,671.00
Goal 2	153,000.00	194,368.00	1,156,480.00	1,179,610.00	1,508,693.00	3,844,783.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00
Goal 4	159,053.00	2,313,652.00	0.00	0.00	619,911.00	619,911.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Budget and Projected Fund Balance - 2018-19 - Clarksville Charter School

P2 of 869.27	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
State Aid - Revenue Limit	642,941.70	642,942	642,942	642,942	642,942	642,942	642,942	642,942	642,942	642,942	642,942	642,942	7,715,300
Federal Revenue	9,145.10	9,145	9,145	9,145	9,145	9,145	9,145	9,145	9,145	9,145	9,145	9,145	109,741
Other State Revenue	65,288.76	65,289	65,289	65,289	65,289	65,289	65,289	65,289	65,289	65,289	65,289	65,289	783,465
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue:	**717,376**	**717,376**	**717,376**	**717,376**	**717,376**	**717,376**	**717,376**	**717,376**	**717,376**	**717,376**	**717,376**	**717,376**	**8,608,507**
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Expected	Expected	
Certificated Salaries	198,043	207,573	244,073	251,657	256,044	258,681	253,000	261,047	340,501	271,737	255,617	255,617	3,053,589
Classified Salaries	14,777	8,628	8,152	8,628	8,470	9,311	11,923	4,979	4,979	4,979	11,470	11,470	107,766
Benefits	51,282	47,398	70,887	59,546	77,645	86,119	92,307	85,317	86,133	72,525	73,263	73,263	875,684
Books and Supplies	38,380	122,969	126,044	122,201	142,658	91,073	160,981	79,936	77,285	67,169	67,200	67,200	1,163,097
Subagreement Services	42,994	61,128	126,791	202,325	179,335	196,161	207,827	239,202	250,164	219,636	221,000	260,274	2,206,839
Professional/Consulting Services	12,062	15,502	40,133	37,403	39,672	44,663	40,601	118,232	64,754	57,658	58,837	99,496	629,012
Facilities, Repairs and Other Leases	9,143	7,938	10,628	13,379	11,299	13,367	15,122	12,642	31,707	22,440	11,000	11,000	169,665
Operations and Housekeeping	4,450	12,381	5,728	9,289	7,527	6,879	6,054	10,645	4,577	12,280	7,704	7,704	95,219
Depreciation	-	179	179	179	179	179	179	179	179	179	179	179	1,973
Interest	80,397	26,113	69,364	20,049	46,707	52,883	-	4,630	6,243	4,630	4,630	4,630	320,276
Total Expenses:	**451,526**	**509,809**	**701,979**	**724,658**	**769,536**	**759,316**	**787,995**	**816,809**	**866,524**	**733,234**	**710,900**	**790,833**	**8,623,120**
Surplus/Deficit	265,849	207,566	15,397	(7,283)	(52,160)	(41,940)	(70,619)	(99,434)	(149,149)	(15,858)	6,476	(73,457)	**(14,613)**
Cumulative Fund Balance	**265,849**	**473,415**	**488,812**	**481,529**	**429,369**	**387,428**	**316,809**	**217,375**	**68,227**	**52,369**	**58,844**	**(14,613)**	

Beginning Fund Balance	15,630	281,479	489,046	504,442	497,159	444,999	403,059	332,439	233,006	83,857	67,999	74,475
Ending Fund Balance	281,479	489,046	504,442	497,159	444,999	403,059	332,439	233,006	83,857	67,999	74,475	1,018

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY18-19

Revised 05/10/19

ADA = 877.93

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues															ADA = 925.00	
State Aid - Revenue Limit																
8011 LCFF State Aid	222,781	222,781	401,006	401,006	401,006	401,006	401,006	593,708	593,708	593,708	593,708	603,527	-	**5,428,952**	5,749,827	(320,876)
8012 Education Protection Account	-	-	35,523	-	-	35,523	-	-	-	60,117	-	-	44,423	**175,586**	185,000	(9,414)
8019 State Aid - Prior Year	-	-	-	-	-	-	-	(8,600)	(8,601)	(8,602)	(8,601)	34,403	-	**(1)**	-	(1)
8096 In Lieu of Property Taxes	-	101,307	202,613	135,076	135,076	135,076	135,076	135,076	375,399	187,700	183,657	183,657	201,050	**2,110,763**	2,194,498	(83,735)
	222,781	324,088	639,142	536,082	536,082	571,605	536,082	720,184	960,506	832,923	768,764	821,587	245,473	**7,715,300**	**8,129,325**	**(414,024)**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-			47,308	23,654	38,779	**109,741**	115,625	(5,884)
	-	-	-	-	-	-	-	-	-	-	47,308	23,654	38,779	**109,741**	**115,625**	**(5,884)**
Other State Revenue																
8311 State Special Education	-	17,632	17,632	31,737	31,737	31,737	63,474	48,224	50,240	49,232	56,906	56,906	(4,202)	**451,256**	475,450	(24,194)
8550 Mandated Cost	-	-	-	-	-	15,203	65,378	-	-	-	-	65,378	-	**145,959**	224,761	(78,802)
8560 State Lottery	-	-	-	-	-	-	37,267	-	-	54,751	-	-	78,301	**170,318**	179,450	(9,132)
8599 Other State Revenue	-	-	-	-	-	2,912	(1,672)	-	-	-	-	-	-	**1,240**	-	1,240
	-	17,632	17,632	31,737	31,737	49,852	164,447	62,916	50,240	103,983	56,906	122,284	74,099	**783,465**	**879,661**	**(96,196)**
Total Revenue	**222,781**	**341,720**	**656,774**	**567,819**	**567,819**	**621,457**	**700,529**	**783,100**	**1,010,746**	**936,906**	**872,979**	**967,525**	**358,352**	**8,608,507**	**9,124,611**	**(516,104)**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	141,459	162,948	202,391	207,068	193,784	196,370	192,231	198,730	201,746	195,697	194,343	194,343	-	**2,281,109**	2,132,560	(148,549)
1175 Teachers' Extra Duty/Stipends	11,583	11,833	13,373	16,471	27,474	27,526	10,227	10,907	93,384	23,316	20,737	20,737	-	**287,568**	172,873	(114,695)
1200 Pupil Support Salaries	-	5,708	6,083	5,333	12,000	12,000	13,291	13,041	14,917	12,841	12,333	12,333	-	**119,881**	54,807	(65,074)
1300 Administrators' Salaries	45,000	27,083	22,226	22,786	22,786	22,786	37,252	38,369	30,454	39,883	28,202	28,202	-	**365,030**	385,000	19,970
	198,043	207,573	244,073	251,657	256,044	258,681	253,000	261,047	340,501	271,737	255,617	255,617	-	**3,053,589**	**2,745,241**	**(308,348)**
Classified Salaries																
2100 Instructional Salaries	14,777	8,628	8,152	8,628	8,470	9,311	11,923	4,979	4,979	4,979	11,470	11,470	-	**107,766**	316,624	208,858
	14,777	8,628	8,152	8,628	8,470	9,311	11,923	4,979	4,979	4,979	11,470	11,470	-	**107,766**	**316,624**	**208,858**
Benefits																
3101 STRS	31,448	33,758	38,616	39,402	40,537	40,455	35,803	42,151	51,170	38,359	40,825	40,825	-	**473,349**	446,925	(26,423)
3301 OASDI	829	524	494	524	514	566	728	299	299	299	908	908	-	**6,891**	19,631	12,740
3311 Medicare	2,988	3,061	3,582	3,690	3,753	3,801	3,754	3,778	4,918	3,923	3,838	3,838	-	**44,923**	44,397	(526)
3401 Health and Welfare	13,615	7,701	25,656	13,519	27,704	38,910	39,606	12,946	25,590	25,400	23,797	23,797	-	**278,241**	320,962	42,721
3501 State Unemployment	368	321	507	379	544	242	7,942	2,419	277	298	1,248	1,248	-	**15,792**	29,265	13,473
3601 Workers' Compensation	2,033	2,033	2,033	2,033	4,595	2,145	4,473	2,558	3,879	4,246	2,647	2,647	-	**35,322**	42,866	7,544
3901 Other Benefits	-	-	-	-	-	-	-	21,167	-	-	-	-	-	**21,167**	-	(21,167)
	51,282	47,398	70,887	59,546	77,645	86,119	92,307	85,317	86,133	72,525	73,263	73,263	-	**875,684**	**904,046**	**28,362**
Books and Supplies																
4200 Books and Reference Materials	10,045	28,711	105	1,208	-	-	-	-	-	-	-	-	-	**40,069**	123,088	83,018
4302 School Supplies	25,260	70,303	72,447	61,437	72,694	52,907	46,611	53,280	35,508	31,871	31,900	31,900	-	**586,118**	258,794	(327,324)
4303 Special Activities/Field Trips	1,006	5,921	21,029	30,061	59,104	15,883	38,264	4,091	29,716	26,950	26,950	26,950	-	**285,925**	102,299	(183,626)
4305 Software	1,504	16,496	24,330	7,522	7,955	11,846	17,606	22,248	8,043	8,348	8,350	8,350	-	**142,597**	323,750	181,153
4400 Noncapitalized Equipment	565	1,537	8,132	21,974	2,905	10,438	58,500	317	4,019	-	-	-	-	**108,387**	248,874	140,486
	38,380	122,969	126,044	122,201	142,658	91,073	160,981	79,936	77,285	67,169	67,200	67,200	-	**1,163,097**	**1,059,896**	**(103,201)**
Subagreement Services																
5102 Special Education	5,749	2,448	10,649	14,010	30,868	7,467	19,651	34,567	20,868	21,213	21,000	21,000	-	**209,488**	-	(209,488)
5106 Other Educational Consultants	37,245	58,680	116,142	188,316	148,468	188,694	188,177	203,987	229,208	198,335	200,000	200,000	39,274	**1,996,524**	2,347,204	350,679
	42,994	61,128	126,791	202,325	179,335	196,161	207,827	239,202	250,164	219,636	221,000	221,000	39,274	**2,206,839**	**2,347,204**	**140,365**
Professional/Consulting Services																
5801 IT	2,048	-	-	-	-	-	-	-	305	-	-	-	-	**2,354**	-	(2,354)
5802 Audit & Taxes	-	-	-	-	-	-	-	4,250	-	-	-	1,200	-	**5,450**	9,700	4,250
5803 Legal	-	503	-	371	-	662	-	10,640	-	-	-	-	-	**12,177**	-	(12,177)
5804 Professional Development	-	-	2,997	-	-	-	-	-	-	-	1,510	1,510	-	**6,017**	7,400	1,383
5805 General Consulting	2,216	-	-	1,076	3,716	1,050	-	54,281	500	-	3,710	3,710	-	**70,259**	31,600	(38,659)
5811 Management Fee	7,797	11,960	22,987	19,874	19,874	21,751	24,519	27,408	35,376	32,792	30,554	33,863	12,543	**301,298**	319,361	18,064
5812 District Oversight Fee	-	3,039	14,149	16,082	16,082	21,200	16,082	21,653	28,573	24,866	23,063	24,648	22,022	**231,459**	243,880	12,421
	12,062	15,502	40,133	37,403	39,672	44,663	40,601	118,232	64,754	57,658	58,837	64,931	34,565	**629,012**	**620,641**	**(8,371)**

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY18-19

Revised 05/10/19

ADA = 877.93

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Facilities, Repairs and Other Leases																
5601 Rent	9,143	7,938	10,628	10,858	10,998	10,598	10,828	10,828	10,828	21,034	11,000	11,000	-	**135,681**	95,256	(40,425)
5602 Additional Rent	-	-	-	-	-	-	1,425	-	-	-	-	-	-	**1,425**	-	(1,425)
5603 Equipment Leases	-	-	-	-	192	142	81	172	128	47	-	-	-	**761**	-	(761)
5610 Repairs and Maintenance	-	-	-	2,521	109	2,627	2,788	1,642	20,752	1,360	-	-	-	**31,798**	-	(31,798)
	9,143	7,938	10,628	13,379	11,299	13,367	15,122	12,642	31,707	22,440	11,000	11,000	-	**169,665**	**95,256**	**(74,409)**
Operations and Housekeeping																
5201 Auto and Travel	-	5,274	410	4,034	393	710	427	221	157	471	-	-	-	**12,098**	15,000	2,902
5203 Business Meals	-	-	-	-	-	40	-	-	-	-	-	-	-	**40**	-	(40)
5300 Dues & Memberships	1,292	1,440	-	-	-	1,370	740	740	740	740	475	475	-	**8,012**	3,400	(4,612)
5400 Insurance	1,915	1,915	2,298	2,298	2,369	2,604	3,040	5,228	1,555	2,191	3,717	3,717	-	**32,848**	44,600	11,752
5502 Janitorial/Trash Removal	-	122	1,346	3,061	1,346	1,346	-	-	242	235	1,346	1,346	-	**10,390**	-	(10,390)
5510 Office Expense	25	773	596	392	843	338	1,379	2,672	1,785	542	417	417	-	**10,179**	7,200	(2,979)
5511 Postage and Shipping	-	674	263	502	-	67	426	860	-	83	720	720	-	**4,315**	10,200	5,885
5512 Printing	-	-	5	135	259	119	2	96	26	19	30	30	-	**722**	-	(722)
5513 Other taxes and fees	-	965	808	-	371	285	30	(115)	64	7,999	1,000	1,000	-	**12,409**	7,500	(4,909)
5514 Bank Charges	-	-	-	-	-	-	10	118	8	-	-	-	-	**136**	1,200	1,064
5515 Public Relations/Recruitment	1,217	1,217	-	-	813	-	-	824	-	-	-	-	-	**4,071**	-	(4,071)
	4,450	12,381	5,728	9,289	7,527	6,879	6,054	10,645	4,577	12,280	7,704	7,704	-	**95,219**	**203,358**	**108,139**
Depreciation																
6900 Depreciation Expense	-	179	179	179	179	179	179	179	179	179	179	179	-	**1,973**	-	(1,973)
	-	179	179	179	179	179	179	179	179	179	179	179	-	**1,973**	**-**	**(1,973)**
Interest																
7438 Interest Expense	80,397	26,113	69,364	20,049	46,707	52,883	-	4,630	6,243	4,630	4,630	4,630	-	**320,276**	323,865	3,589
	80,397	26,113	69,364	20,049	46,707	52,883	-	4,630	6,243	4,630	4,630	4,630	-	**320,276**	**323,865**	**3,589**
Total Expenses	**451,526**	**509,809**	**701,979**	**724,658**	**769,536**	**759,316**	**787,995**	**816,809**	**866,524**	**733,234**	**710,900**	**716,994**	**73,839**	**8,623,120**	**8,616,131**	**(6,989)**
Monthly Surplus (Deficit)	**(228,745)**	**(168,089)**	**(45,205)**	**(156,839)**	**(201,717)**	**(137,859)**	**(87,466)**	**(33,709)**	**144,222**	**203,672**	**162,079**	**250,532**	**284,513**	**(14,613)**	**508,480**	**(523,093)**

Inspire Charter School - Clarksville

Monthly Cash Flow/Forecast FY18-19

Revised 05/10/19

ADA = 877.93

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
														0%		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(228,745)	(168,089)	(45,205)	(156,839)	(201,717)	(137,859)	(87,466)	(33,709)	144,222	203,672	162,079	250,532	284,513	**(14,614)**		
Cash flows from operating activities																
Depreciation/Amortization	-	179	179	179	179	179	179	179	179	179	179	179	-	**1,973**		
Public Funding Receivables	124,551	(240,413)	213,228	35,264	-		(102,645)	202,445	(587,123)	586,115	-	-	(358,352)	**(126,929)**		
Grants and Contributions Rec.	678,782	-	-	-	-	-	(1,488)	1,488	-	-	-	-	-	**678,782**		
Due To/From Related Parties	15,741	119,169	(409,817)	(75,134)	248,330	140,333	666,711	18,047	263,182	(463,407)	200,000	-	-	**723,156**		
Prepaid Expenses	2,546	1,382	(20,038)	8,269	1,017	(94,136)	(18,472)	49,305	3,315	37,257	-	-	-	**(29,555)**		
Accounts Payable	(92,065)	8,569	29,653	16,341	26,502	(4,577)	(44,922)	34,895	(42,063)	60,731	-	-	73,839	**66,903**		
Accrued Expenses	52,760	10,131	21,841	(16,407)	(10,505)	28,501	66,756	(8,549)	76,548	(16,989)	4,630	4,630	-	**213,346**		
Other Liabilities	(648,600)	-	-	-	-	-	-	-	-	-	-	-	-	**(648,600)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	(10,762)	-	-	-	-	(30,840)	-	-	-	-	-	-	**(41,602)**		
Cash flows from financing activities																
Proceeds from Factoring	1,139,500	360,800	753,500	302,000	536,900	586,500	-	-	-	-	-	-	-	**3,679,200**		
Payments on Factoring	(349,712)	(387,034)	(705,500)	(516,400)	(488,656)	(565,244)	(541,300)	(658,400)	-	(586,500)	-	-	-	**(4,798,746)**		
Proceeds(Payments) on Debt	-	-			-	-	50,000	921,938	3,860	6,283	(520,000)	(399,837)		**62,243**		
Total Change in Cash	694,757	(306,068)	(162,158)	(402,727)	112,050	(46,303)	(43,487)	527,639	(137,880)	(172,659)	(153,112)	(144,496)				
Cash, Beginning of Month	239,225	933,982	627,914	465,757	63,029	175,079	128,776	85,290	612,929	475,049	302,390	149,278				
Cash, End of Month	**933,982**	**627,914**	**465,757**	**63,029**	**175,079**	**128,776**	**85,290**	**612,929**	**475,049**	**302,390**	**149,278**	**4,782**				

Budget and Projected Fund Balance - 2019-20 - Inspire Charter School - Clarksville

Projected ADA of 1188.45	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
State Aid - Revenue Limit	898,739	898,739	898,739	898,739	898,739	898,739	898,739	898,739	898,739	898,739	898,739	898,739	10,784,873
Federal Revenue	8,688	8,688	8,688	8,688	8,688	8,688	8,688	8,688	8,688	8,688	8,688	8,688	104,254
Other State Revenue	73,107	73,107	73,107	73,107	73,107	73,107	73,107	73,107	73,107	73,107	73,107	73,107	877,281
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue:	**980,534**	**980,534**	**980,534**	**980,534**	**980,534**	**980,534**	**980,534**	**980,534**	**980,534**	**980,534**	**980,534**	**980,534**	**11,766,408**
	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	
Certificated Salaries	314,654	314,654	314,654	314,654	314,654	314,654	314,654	314,654	314,654	314,654	314,654	314,654	3,775,850
Classified Salaries	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	138,000
Benefits	92,554	92,554	92,554	92,554	92,554	92,554	98,826	97,258	94,122	92,554	92,554	92,554	1,123,195
Books and Supplies	44,547	69,427	97,382	126,275	119,874	108,811	130,688	106,663	119,307	124,584	119,008	98,103	1,264,670
Subagreement Services	68,234	156,409	199,366	267,773	257,349	256,103	289,588	292,193	342,751	340,094	325,864	426,496	3,222,220
Professional/Consulting Services	25,127	63,326	74,041	102,160	99,249	100,401	105,470	118,510	139,634	135,895	131,792	192,257	1,287,861
Facilities, Repairs and Other Leases	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	265,807
Operations and Housekeeping	7,893	7,893	7,893	7,893	7,893	7,893	7,893	7,893	7,893	7,893	7,893	7,893	94,716
Depreciation	223	223	223	223	223	223	223	223	223	223	223	223	2,671
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses:	**586,882**	**738,137**	**819,764**	**945,182**	**925,447**	**914,290**	**980,993**	**971,045**	**1,052,234**	**1,049,547**	**1,025,639**	**1,165,830**	**11,174,990**
Surplus/Deficit	393,652	242,397	160,770	35,352	55,087	66,244	(459)	9,489	(71,700)	(69,013)	(45,105)	(185,296)	**591,418**
Cumulative Fund Balance	**393,652**	**636,049**	**796,819**	**832,170**	**887,258**	**953,502**	**953,043**	**962,533**	**890,832**	**821,819**	**776,714**	**591,418**	

Beginning Fund Balance	(223,741)	169,910	412,307	573,077	608,429	663,516	729,761	729,302	738,791	667,091	598,078	552,973
Ending Fund Balance	169,910	412,307	573,077	608,429	663,516	729,761	729,302	738,791	667,091	598,078	552,973	367,677

Inspire Charter School - Clarksville

Monthly Cash Flow/Budget FY19-20

Revised 6/2/19

ADA = 1188.45

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Budget
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	286,955	286,955	516,519	516,519	516,519	516,519	516,519	906,670	906,670	906,670	906,670	906,670	**7,689,852**
8012 Education Protection Account	-	-	43,897	-	-	43,897	-	-	90,475	-	-	-	59,423	**237,690**
8096 In Lieu of Property Taxes	126,646	253,292	168,861	168,861	168,861	168,861	168,861	544,363	272,181	272,181	272,181	272,181	-	**2,857,331**
	126,646	540,246	499,712	685,380	685,380	729,276	685,380	1,060,882	1,269,326	1,178,851	1,178,851	1,178,851	966,092	**10,784,873**
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	52,127	-	-	26,064	26,064	**104,254**
	-	-	-	-	-	-	-	-	52,127	-	-	26,064	26,064	**104,254**
Other State Revenue														
8311 State Special Education	22,727	22,727	40,909	40,909	40,909	40,909	40,909	73,064	73,064	73,064	73,064	73,064	-	**615,320**
8550 Mandated Cost	-	-	-	-	-	19,517	-	-	-	-	-	-	-	**19,517**
8560 State Lottery	-	-	-	-	-	-	44,774	-	-	44,774	-	-	152,895	**242,444**
	22,727	22,727	40,909	40,909	40,909	60,426	85,684	73,064	73,064	117,838	73,064	73,064	152,895	**877,281**
Total Revenue	**149,373**	**562,974**	**540,622**	**726,289**	**726,289**	**789,703**	**771,064**	**1,133,945**	**1,394,516**	**1,296,689**	**1,251,915**	**1,277,978**	**1,145,051**	**11,766,408**
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	266,250	266,250	266,250	266,250	266,250	266,250	266,250	266,250	266,250	266,250	266,250	266,250	-	**3,195,000**
1175 Teachers' Extra Duty/Stipends	7,988	7,988	7,988	7,988	7,988	7,988	7,988	7,988	7,988	7,988	7,988	7,988	-	**95,850**
1200 Pupil Support Salaries	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	**150,000**
1300 Administrators' Salaries	27,917	27,917	27,917	27,917	27,917	27,917	27,917	27,917	27,917	27,917	27,917	27,917	-	**335,000**
	314,654	314,654	314,654	314,654	314,654	314,654	314,654	314,654	314,654	314,654	314,654	314,654	-	**3,775,850**
Classified Salaries														
2100 Instructional Salaries	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	-	**138,000**
	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	-	**138,000**
Benefits														
3101 STRS	52,547	52,547	52,547	52,547	52,547	52,547	52,547	52,547	52,547	52,547	52,547	52,547	-	**630,567**
3301 OASDI	713	713	713	713	713	713	713	713	713	713	713	713	-	**8,556**
3311 Medicare	4,729	4,729	4,729	4,729	4,729	4,729	4,729	4,729	4,729	4,729	4,729	4,729	-	**56,751**
3401 Health and Welfare	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	-	**320,000**
3501 State Unemployment	1,568	1,568	1,568	1,568	1,568	1,568	7,840	6,272	3,136	1,568	1,568	1,568	-	**31,360**
3601 Workers' Compensation	4,566	4,566	4,566	4,566	4,566	4,566	4,566	4,566	4,566	4,566	4,566	4,566	-	**54,794**
3901 Other Benefits	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	1,764	-	**21,167**
	92,554	92,554	92,554	92,554	92,554	92,554	98,826	97,258	94,122	92,554	92,554	92,554	-	**1,123,195**
Books and Supplies														
4200 Books and Reference Materials	5,820	5,820	5,820	5,820	5,820	-	-	-	-	-	-	-	-	**29,102**
4302 School Supplies	19,026	40,514	64,658	89,611	84,083	79,556	98,450	77,700	88,621	93,178	88,362	70,307	-	**894,067**
4305 Software	15,558	15,558	15,558	15,558	15,558	15,558	15,558	15,558	15,558	15,558	15,558	15,558	-	**186,693**
4310 Office Expense	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	-	**13,610**
4311 Business Meals	4	4	4	4	4	4	4	4	4	4	4	4	-	**54**
4400 Noncapitalized Equipment	3,004	6,396	10,207	14,147	13,274	12,559	15,542	12,266	13,990	14,710	13,950	11,099	-	**141,144**
	44,547	69,427	97,382	126,275	119,874	108,811	130,688	106,663	119,307	124,584	119,008	98,103	-	**1,264,670**
Subagreement Services														
5102 Special Education	15,178	15,178	15,178	15,178	15,178	15,178	15,178	15,178	15,178	15,178	15,178	15,178	-	**182,131**
5105 Security	-	91	91	91	91	91	91	91	91	91	91	91	-	**998**
5106 Other Educational Consultants	35,878	76,399	121,926	168,982	158,557	150,019	185,648	146,521	167,113	175,706	166,626	132,579	-	**1,685,954**
5107 Instructional Services	17,178	64,742	62,172	83,523	83,523	90,816	88,672	130,404	160,369	149,119	143,970	146,968	131,681	**1,353,137**
	68,234	156,409	199,366	267,773	257,349	256,103	289,588	292,193	342,751	340,094	325,864	294,815	131,681	**3,222,220**

Inspire Charter School - Clarksville

Monthly Cash Flow/Budget FY19-20

Revised 6/2/19

ADA = 1188.45

		Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Budget
Operations and Housekeeping															
5201	Auto and Travel	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	-	**21,255**
5300	Dues & Memberships	874	874	874	874	874	874	874	874	874	874	874	874	-	**10,487**
5400	Insurance	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	-	**40,701**
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
5901	Postage and Shipping	559	559	559	559	559	559	559	559	559	559	559	559	-	**6,704**
		7,893	7,893	7,893	7,893	7,893	7,893	7,893	7,893	7,893	7,893	7,893	7,893	-	**94,716**
Facilities, Repairs and Other Leases															
5601	Rent	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	18,476	-	**221,707**
5602	Additional Rent	161	161	161	161	161	161	161	161	161	161	161	161	-	**1,929**
5603	Equipment Leases	81	81	81	81	81	81	81	81	81	81	81	81	-	**967**
5610	Repairs and Maintenance	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	-	**41,204**
		22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	-	**265,807**
Professional/Consulting Services															
5801	IT	265	265	265	265	265	265	265	265	265	265	265	265	-	**3,186**
5802	Audit & Taxes	-	-	-	2,910	2,910	2,910	-	-	-	-	-	-	-	**8,731**
5803	Legal	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	1,374	-	**16,484**
5804	Professional Development	849	849	849	849	849	849	849	849	849	849	849	849	-	**10,189**
5805	General Consulting	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	2,425	-	**29,104**
5806	Special Activities/Field Trips	10,019	21,334	34,047	47,187	44,276	41,891	51,840	40,915	46,665	49,064	46,529	37,022	-	**470,787**
5807	Bank Charges	15	15	15	15	15	15	15	15	15	15	15	15	-	**184**
5808	Printing	83	83	83	83	83	83	83	83	83	83	83	83	-	**992**
5809	Other taxes and fees	610	610	610	610	610	610	610	610	610	610	610	610	-	**7,323**
5811	Management Fee	5,228	19,704	18,922	25,420	25,420	27,640	26,987	39,688	48,808	45,384	43,817	44,729	40,077	**411,824**
5812	District Oversight Fee	3,799	16,207	14,991	20,561	20,561	21,878	20,561	31,826	38,080	35,366	35,366	35,366	28,983	**323,546**
5815	Public Relations/Recruitment	459	459	459	459	459	459	459	459	459	459	459	459	-	**5,510**
		25,127	63,326	74,041	102,160	99,249	100,401	105,470	118,510	139,634	135,895	131,792	123,197	69,060	**1,287,861**
Depreciation															
6900	Depreciation Expense	223	223	223	223	223	223	223	223	223	223	223	223	-	**2,671**
		223	223	223	223	223	223	223	223	223	223	223	223	-	**2,671**
Total Expenses		**586,882**	**738,137**	**819,764**	**945,182**	**925,447**	**914,290**	**980,993**	**971,045**	**1,052,234**	**1,049,547**	**1,025,639**	**965,090**	**200,740**	**11,174,990**
Monthly Surplus (Deficit)		**(437,509)**	**(175,163)**	**(279,142)**	**(218,893)**	**(199,157)**	**(124,587)**	**(209,929)**	**162,901**	**342,282**	**247,142**	**226,276**	**312,889**	**944,310**	**591,418**
															5%
Cash Flow Adjustments															
	Monthly Surplus (Deficit)	(437,509)	(175,163)	(279,142)	(218,893)	(199,157)	(124,587)	(209,929)	162,901	342,282	247,142	226,276	312,889	944,310	**591,418**
	Cash flows from operating activities														
	Depreciation/Amortization	223	223	223	223	223	223	223	223	223	223	223	223	-	**2,671**
	Public Funding Receivables	276,419	-	-	78,301	-	-	-	-	-	-	-	-	(1,145,051)	**(790,330)**
	Due To/From Related Parties	1,500,000	-	-	-	-	-	-	-	-	-	(1,000,000)	-	-	**500,000**
	Accounts Payable	(34,438)	-	-	-	-	-	-	-	-	-	-	-	200,740	**166,303**
	Total Change in Cash	1,304,695	(174,940)	(278,920)	(140,370)	(198,935)	(124,364)	(209,707)	163,123	342,505	247,364	(773,501)	313,111		
	Cash, Beginning of Month	(8,396)	1,296,300	1,121,359	842,440	702,070	503,135	378,771	169,064	332,187	674,692	922,056	148,555		
	Cash, End of Month	**1,296,300**	**1,121,359**	**842,440**	**702,070**	**503,135**	**378,771**	**169,064**	**332,187**	**674,692**	**922,056**	**148,555**	**461,666**		

CLARKSVILLE CHARTER SCHOOL

BOARD RESOLUTION – 2019 - 1

I. Adoption of Clarksville Charter School's Principal's Annual Salary

WHEREAS, Clarksville Charter School must adopt at a regular scheduled board meeting in open session the compensation of the highest compensated employee of the school.

NOWTHEREFORE BE IT RESOLVED, that the Board of Directors approve the annual salary for the Clarksville Charter School Principal in the amount of $55,000. This amount constitutes 29.75% of the Principal's total compensation which is $185,000 as they are the Principal of three schools.

II. Adoption of Clarksville Charter School's Principal's Supplemental Benefits

WHEREAS, Clarksville Charter School must adopt at a regular scheduled board meeting in open session the supplemental benefits of the highest compensated employee of the school, the Principal.

NOWTHEREFORE BE IT RESOLVED, that the Board of Directors approve the supplemental benefits/extra pay in the amount of $233.33 a month, split equally among the three schools, and will include the following:

i. Vehicle & Cell Phone stipend

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Clarksville Charter School a California nonprofit public benefit corporation, County of _____, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Clarksville Charter School which was duly and regularly held on June 8th, 2019, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on _____, 2019.

_____
Secretary of the Board of Directors of
Clarksville Charter School

EDUCATION AND SUPPORT SERVICES AGREEMENT
BETWEEN INSPIRE DISTRICT OFFICE
AND CLARKSVILLE CHARTER SCHOOL

This Education and Support Services Agreement ("***Agreement***") is entered into as of July 1, 2019 ("***Effective Date***") by and between Provenance, (doing business as Inspire District Office), a California nonprofit public benefit corporation ("IDO") and Clarksville Charter School, a public charter school organized as a California nonprofit public benefit corporation ("***School***"). IDO and School may each be referred to herein as a "***Party***" or collectively as the "***Parties***" to this Agreement.

WHEREAS, IDO, a nonprofit corporation with tax exempt status as a supporting organization under section 501(c)(3) of the Internal Revenue Code, is in the business of providing educational goods and administrative services to charter schools that are operated by separate corporations doing business under the trade-name of Inspire (collectively the "Inspire Charter Schools") and using the business methods and proprietary goods and services developed by IDO and by Inspire-model schools, and implementing the ethos of Inspire schools to provide high quality learning opportunities through a Personalized Learning Model, partnering with parents and embracing homeschooling within the framework of a public charter school.;

WHEREAS, School is authorized by Buckeye Union Elementary School District ("***District***") to operate a California charter school for a term of five (5) years, from July 1, 2017 through June 30, 2022, pursuant to a petition granted by District dated May 3, 2017 ("***Charter***").

WHEREAS, the Charter provides that the School will implement the Inspire independent study model and may contract for educational and administrative support services;

WHEREAS, subject to the terms and conditions contained in this Agreement, School now desires to contract with IDO for educational and administrative support services;

WHEREAS, the Parties acknowledge and intend that the terms of this Agreement shall at all times be consistent with the terms of the Charter, and that this Agreement provides for IDO to deliver educational goods and task-related services that are performed at the direction of the governing body of the School and over which the governing body of the School retains ultimate decision-making authority.

NOW, THEREFORE, in consideration of their mutual promises set forth in this Agreement, the Parties agree as follows:

1. Relationship of the Parties and Scope of Authority. The relationship created by this Agreement between the Parties is that of an independent contractor, not a partnership, joint venture, or employment relationship. Under this Agreement, IDO will deliver goods and perform task-related services at the direction of the governing body of the School and for which the governing body of the School retains ultimate decision-making authority. The Parties understand and agree as follows:

a. The governing body of the School shall at all times retain its duty to exercise its statutory, contractual, and fiduciary responsibilities governing operation of the School. The governing body of the School, and not IDO, has fiduciary responsibility for the School. The governing body of the School is ultimately responsible for ensuring School adheres to all applicable law and is accountable to the authorizing District pursuant to the Charter.

b. School shall at all times remain an independent, self-governing public body that shall

comply with applicable transparency laws, including but not limited to the California Brown Act, Public Records Act, Political Reform Act, and effective January 1, 2020, the provisions of Government Code section 1090, et seq..

c. To the extent not otherwise specified as a duty of IDO pursuant to the scope of Services, all duties applicable to the proper operation of School and maintenance of applicable academic standards shall remain the responsibility of School.

d. School shall pay for an annual audit of School to be conducted in compliance with California law and regulations. The annual audit shall be performed by an independent certified public accountant selected and retained by the governing body of the School.

e. While IDO may make recommendations to the governing body of the School regarding any arrangements for legal services for School pursuant to the scope of Services, School and its governing body may hire legal counsel as School may deem appropriate and necessary.

f. IDO will not be required to provide any service set forth in this Agreement to the extent that it is or becomes impracticable, in any material respect, as a result of a cause or causes outside IDO's and/or School's reasonable control or would require IDO or School to violate applicable law or cause IDO to be considered an "entity managing a charter school" per Education Code section 47604.1(a).

g. IDO will provide all Services in a manner it believes to be in the best interests of School and with due care, in good faith, and in exchange for reasonable compensation taking into account that IDO is a nonprofit that is exempt from income taxation pursuant to Internal Revenue Code Section 501(c)(3).

2. Independent Contractor. Nothing in this Agreement shall confer upon any IDO or School employee any rights or remedies, including any right to employment, as an employee of the other Party. The Parties agree as follows:

a. All IDO employees providing services to School shall be and remain employed by IDO and shall at all times be subject to the direction, supervision and control of IDO. All School employees shall be and remain employed by School and shall at all times be subject to the direction, supervision and control of School.

b. School shall not have any right to terminate the employment of any IDO employee providing services to the School. IDO shall not have any right to terminate the employment of any School employee.

c. The Parties agree that IDO shall not lease its employees to the School. School shall employ all of its personnel, including certificated personnel responsible for the delivery of instruction. School shall determine and manage compensation (salary and benefit) plans for its employees; provided, however, that School shall oversee and may consult with IDO and IDO will assist with providing payroll and related services pursuant to the scope of Services.

d. IDO certifies that any of its employees who perform school-site services or transportation services for School, or who may have substantial contact with students at School as determined by School in its reasonable discretion, shall be screened in compliance with Education Code section 45125.1 and IDO shall otherwise comply with that statute.

3. Services Provided by IDO. During the term of this Agreement, IDO shall provide to School the services, including the staff necessary to provide the services, listed in Attachment A to this Agreement (the "***Services***"). IDO is not obligated to devote all of its time or efforts to School, but shall devote the time, effort, and skill reasonably necessary to provide the Services to School. IDO reserves the right to sub-contract with a third party for the provision of any of the Services. The Parties may mutually agree to modify the Services at any time by amending Attachment A in writing; provided, however, the Parties will also adjust the annual fee commensurately pursuant to Section 5, if necessary, and IDO shall only deliver task-related services that are performed at the direction of the governing body of the School and for which the governing body of the School retains ultimate decision-making authority. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.

4. Term. The term of this Agreement shall commence on July 1, 2019 and continue through June 30, 2024. This Agreement may be renewed for consecutive terms upon mutual written agreement of the Parties.

5. Annual Fee. As compensation for the Services, School shall pay IDO an annual fee of fifteen percent (15 %) (3.5% allocated to operational/administrative services and, 11.5% to licensing the Inspire IP described in Attachment B, including the provision of supporting educational goods and services) of the School's annual ***Revenues***. For purposes of this Agreement, Revenues shall mean the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code section 42238.02 and implemented by Section 42238.3. Revenues shall not include one-time or federal restricted grant funds such as PCSGP grants or other federal funding programs.

a. Beginning July 1, 2018, the annual fee shall be paid by ***SCHOOL*** to ***IDO*** in twelve (12) monthly installments per year with each monthly payment being due no later than the tenth (10^{th}) day of each month in which a payment is due. The amount of each monthly installment shall be based upon ***SCHOOL***'s current school year budgeted ***Revenue***.

b. At the end of each fiscal year after the P-2 ADA certification by the California Department of Education, which should occur no later than June 30th, a reconciliation of payments shall made based upon ***SCHOOL***'s actual ***Revenues*** in said year. In the event that the total amount of installment payments made by ***SCHOOL*** for the subject year exceeds the total amount due based upon ***SCHOOL***'s actual ***Revenue*****s**, IDO shall refund the total amount of said overpayment to ***SCHOOL*** within thirty (30) days of the end of the fiscal year. In the event that the total amount of installment payments made by ***SCHOOL*** for the subject year is less than the total amount due based upon ***SCHOOL***'s actual ***Revenues***, ***SCHOOL*** shall pay the total amount of said underpayment to ***IDO*** within thirty (30) days of the end of the fiscal year.

c. In the event this Agreement is renewed, the annual fee shall be reviewed and renegotiated by the Parties.

6. Costs. In addition to the annual fee, School shall reimburse IDO for direct "pass-through" costs and expenses incurred in performing the Services, including, but not limited to: equipment, materials, or supplies purchased from third parties at the request of, or on behalf of the School; platform subscription fees (e.g. student information systems, learning management systems); travel (including mileage, airfare, lodging, meals, and ground transportation); filing or corporate fees; marketing and development costs incurred solely for School (e.g. print materials, postage for mailers, and costs of newspaper, radio, television, billboard or other broadcast advertisements); and fees of other third parties consulted by IDO at the request of or on behalf of the School. However, no costs will be owed for services provided by subcontractors, such as Charter Impact [or legal counsel?]

a. In the event that IDO purchases equipment, materials, or supplies at the request of or on behalf of the School, IDO shall comply with the procurement policies and processes approved by the governing body of the School and shall not include any mark-up, added fees or charges with the cost of equipment, materials, and supplies purchased from third parties. Any equipment, materials, or supplies that IDO purchases on behalf of the School shall be and remain the property of the School.

b. Marketing and development costs charged to School shall be limited to those costs specific to the School program, and shall not include any costs for the marketing of the Inspire brand or development of IDO goods, services or intellectual property.

c. All reimbursable costs of IDO charged to School shall be itemized on IDO invoices, with reference to specific dollar amounts and with backup documentation for such costs (e.g. copies of receipts or purchase orders).

7. Annual Notices. As a supporting organization to School, IDO shall, at least annually, provide School with a copy of its most recent Form 990, a description of the support, in services and otherwise, provided to School, and its most current articles and bylaws, not later than the 5th day of the 5th month after the close of the year for which the Form 990 is filed.

8. Cooperation. School shall make available to IDO, in a timely manner, all data, files, documents, and other information and records necessary or appropriate for IDO to provide the Services under this Agreement. School staff, and the governing body of the School as necessary, shall work closely and cooperatively with IDO to facilitate IDO's effective performance and delivery of the Services.

9. Conflicts of Interest. School and IDO recognize that it is important that School be assured that IDO staff acts at all times with integrity. School has adopted a conflict of interest code under the California Political Reform Act. IDO acknowledges that School may require certain IDO staff to file annual financial interest disclosures as consultants under that code and abide by the disclosure and disqualification provisions of that Act. IDO also agrees to adopt and provide to School copies of conflict of interest policies required by the IRS, as well as an anti-nepotism policy and a policy regarding inconsistent employment for compensation, which policies shall meet Federal requirements for grant and funding program administration.

10. Non-Exclusive, Non-Transferrable Intellectual Property License. IDO grants School a non-exclusive, non-transferable irrevocable, United States limited license to use, display and print graphic images of the Inspire IP in connection with School's operation of the Charter. The Inspire IP is described in Attachment B and may include copyrights, patents, trademarks, technology, and intellectual property of every kind (the "***Inspire IP***"). The Parties acknowledge that IDO has extensively invested in developing and improving the Inspire IP and in marketing, refining, advertising, promoting, and publicizing it, all of which have become well and favorably known to the public throughout the United States, and as a result of such efforts, IDO has acquired valuable goodwill therein. The non-exclusive, non-transferable license granted to School is subject to the following terms and conditions:

a. Ownership. School acknowledges the ownership of the Inspire IP in IDO and shall do nothing inconsistent with such ownership. School acknowledges that all use of the Inspire IP shall inure to the benefit of and be on behalf of IDO. School acknowledges that nothing in this Agreement shall give School any right, title, or interest in and to the Inspire IP other than the right to use the intellectual property in accordance with the terms of this Agreement.

b. Quality Standards. School shall not utilize the Inspire IP in any manner that would

diminish their value or harm the reputation of IDO or any other Inspire organization. The nature and quality of all services rendered by School in connection with the Inspire IP, all goods sold by School under the Inspire IP, and all related advertising, promotional and other related uses of the Inspire IP by School shall conform to standards set by and be under the control of IDO.

c. School agrees that School will not frame, copy, or feature any trademarks, logos, content from IDO's websites or marketing materials at any website owned or controlled by School without IDO's prior express written permission.

d. Neither School nor any entity owned or controlled by them will directly or indirectly file, apply for, prosecute, register, maintain, obtain, and/or acquire any domain names, trademark applications, or trademark registrations, for any mark or name comprised of or containing the Inspire IP, or for any other confusingly similar marks, names, or terms. Further, neither School nor any entity owned or controlled by School will directly or indirectly challenge, contest, or interfere with IDO's ownership, use, registration, or enforcement of its Inspire IP.

e. School shall not have the right to grant a license, sublicense, or any other rights to the Inspire IP.

f. The license and rights granted to School herein are subject to any limitations imposed by any applicable government grant or government contract entered into by IDO.

g. School shall use the Inspire IP only in the manner and for the duration expressly permitted in writing by IDO.

h. Upon termination or expiration of this Agreement, School shall have no right to make any use whatsoever of the Inspire IP and must remove all Inspire IP previously used by School in accordance with section 14, Termination.

i. Infringement Proceedings. School shall promptly inform IDO of any infringements or other violations of the Inspire IP. IDO shall have the exclusive right at its sole discretion to determine whether to take any action, including litigation, against such infringements or other violations. For any such action IDO decides to take: (a) School will reasonably cooperate with and assist IDO; (b) IDO shall bear all costs, attorney's fees, and expenses; and (c) IDO shall receive and retain all monetary awards, judgments, damages, and settlement proceeds. If IDO decides not to take any action against an infringement or other violation of the Inspire IP, IDO will notify School of its decision, at which time School may request IDO's permission for School to take action, including litigation. If IDO permits School to take action: (a) IDO will reasonably cooperate with and assist School; (b) School will bear all costs, attorney's fees, and expenses; (c) School will obtain IDO's prior approval of any settlement, such approval to not be unreasonably withheld; and (e) School will receive and retain all monetary awards, judgments, damages, and settlements proceeds.

j. Notwithstanding the foregoing, ISO shall own all proprietary rights to curriculum or educational materials that: (1) are both directly developed and paid for by School; or (2) were developed by IDO at the direction of the governing body of the School with School funds dedicated for the specific purpose of developing such curriculum or materials unless otherwise agreed in writing.

11. Confidentiality. Each Party acknowledges that during the term of this Agreement, it will have access to certain Confidential Information of the other Party, as defined below. Each Party shall

maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Party's Confidential Information.

a. "***Confidential Information***" means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; or (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to School under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the other Party with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the other Party to seek a restraining order or other appropriate relief.

c. The Parties understand and acknowledge that School's financial, educational, and student records are School property and may be subject to the California Public Records Act. All School records shall be physically or electronically available, upon School's request, at the School's physical location. Records shall also be made available to School electronically on IDO's software platforms, when such platforms exist.

d. The finance and other records of the School maintained by IDO shall be made available the School's independent auditor upon request.

e. Upon the termination or expiration of this Agreement, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

12. Student Information. IDO and School will each comply with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("***FERPA***"), federal Children's Online Privacy and Protection Act (15 U.S.C. §§ 6501–6506) ("***COPPA***"), and other applicable state and federal laws pertaining to student information and privacy. IDO is a "third party" which may receive pupil records under California Education Code Section 49073.1(d)(6).

a. IDO shall be designated as having a legitimate educational interest in accessing School's student education records, as that term is defined by and for purposes of FERPA, thereby allowing IDO to access personally identifiable information from student education records from School in order to provide its services. For purposes of this Agreement, the term "personally identifiable information" ("PII") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

b. IDO shall not use or disclose pupil records, including personally identifiable information, received from or on behalf of School except as necessary to provide the Services, as required by law, or as otherwise authorized in writing by School. IDO shall protect the pupil

records it receives from or on behalf of School no less rigorously than it protects its own Confidential Information. IDO will designate and train responsible individuals to ensure the security and confidentiality of pupil records. IDO shall develop, implement, maintain and use reasonable administrative, technical and physical security measures to preserve the confidentiality and availability of all electronically transmitted pupil records received from or on behalf of School. In the event of an unauthorized disclosure of PII, IDO shall notify School as soon as practicable, and shall, upon School's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means suchas electronic mail.

c. IDO shall allow parents, legal guardians and eligible students to access their student records in compliance with applicable federal and state law. If such access is not immediately available through access to the electronic record system, IDO shall provide access to the requested records via a secure means within five (5) business days of the request for such information, or such other time as the parties agree.

d. IDO shall provide a process and contact information to allow parents, legal guardians and eligible students to make written requests to modify erroneous student records as required under federal and state law in accordance with School policies.

e. Within 60 days of the termination or expiration of this Agreement, IDO shall certify in writing that protected student information in the possession of IDO shall be returned and/or destroyed.

f. Prohibition on Targeted Marketing. IDO shall not use PII in pupil records to engage in targeted advertising contrary to California law.

g. Cyber Liability Insurance and Indemnity. IDO shall obtain and maintain for the Term of this Agreement Cyber Liability Insurance with limits of not less than Two Million Dollars ($2,000,000) aggregate including but not limited to coverage for claims involving security and privacy violations, information theft, damage to or destruction of electronic information, intentional and/or unintentional release of information, business interruption, cyber extortion and corruption, and denial of service.

h. IDO shall indemnify, defend and hold School (including its officers, directors and employees) from and against all claims, losses, liabilities, damages, expenses or judgments involving a third party, including School's costs and reasonable attorney's fees, which arise as a result of any such unauthorized disclosures or misuse of pupil records through the services provided by IDO, excluding those claims, liabilities, damages or judgments arising from the sole active negligence or willful misconduct of School.

13. Insurance.

a. School shall maintain customary and reasonable insurance coverage, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. School shall name IDO as an additional insured under all School's policies.

b. IDO shall maintain customary and reasonable insurance coverage, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. IDO shall name School as an additional insured under all IDO's policies.

c. Each Party shall be responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.

d. The Parties' insurance coverages shall take into consideration that staff at the School are employees of the School, and not employees of IDO.

14. Termination.

a. Either Party may terminate this Agreement without cause or a financial penalty upon written notice to the other Party, and such termination shall be effective as of the end of the then-current school year to minimize disruptions to the School's operations.

b. Either Party may terminate this Agreement for breach of a material term or condition of this Agreement upon sixty (60) days' written notice to the other Party. Such written notice shall identify the breach and provide thirty (30) days for the other Party to cure.

c. In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, or court or administrative decision or order materially affects the performance of School and IDO in conformity with this Agreement, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the statutory and/or regulatory changes. If, despite such good faith negotiations, the Parties are unable to agree upon an acceptable approach, then either Party may elect to terminate the Agreement without further obligation or liability to the other, by delivering written notice of termination to the other at least ninety (90) days in advance of the effective date of such termination, or in such lesser time as is reasonable under the circumstances.

d. In the event of termination for any reason, the following conditions shall apply:

i. School shall pay IDO any due and unpaid portion of the annual fee and costs for Services performed by IDO until the effective date of termination.

ii. IDO shall provide reasonable assistance to School to transition to another service provider, during which time School shall reimburse IDO for all reasonable expenses incurred by IDO in providing such transition assistance.

iii. School shall cease all use of the Inspire IP, as described in Attachment B, as soon as reasonably practicable, but in no event later than 180 days or the end of the then current School fiscal year.

iv. IDO shall offer to assign any equipment, vehicle or facility leases used solely by or for the benefit of or use by School.

v. As soon as practicable, IDO shall return to School and/or destroy, as appropriate, all student-related, fiscal, and other records of School maintained by IDO.

15. Liability. Each of the Parties shall remain and be responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on a Party any liability arising out of the operations of the other Party, except as such liability may result from the performance of the first Party's obligations under this Agreement.

16. Indemnification. The Parties shall defend, indemnify, and hold each other, their

employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of their obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of the other Party.

17. Fiduciary Obligations. The governing bodies for both Parties have reviewed the scope of Services and compensation provided in this Agreement in good faith, and in a manner in which they believe to be in the best interests of their respective organizations, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and have determined that the Services contained herein are in the best interests of their respective organizations, and that the compensation to be paid is fair and reasonable.

18. Assignment. No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Party. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective permitted successors and assigns.

19. Dispute Resolution. The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this Agreement before resorting to litigation.

20. Notice. All notices, requests, demands, or other communications (collectively "Notice") given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party to whom Notice is to be given, at such Party's address set forth below:

To IDO:

Email: dr.jayne.gray@gmail.com

To School:

Email: emily95661@gmail.com

Headings. The descriptive headings of the sections and/or paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

21. Amendments. No supplement, modification, or amendment of this Agreement or the Services described in Attachment A shall be binding unless in writing and executed by both Parties. The Parties anticipate additional and/or revised services to be provided through amendments to Attachment A and commensurate adjustment of the annual fee, if necessary. Such amendments may be negotiated directly by staff of School and IDO at any time, and shall be brought to the governing bodies of School and IDO respectively to approve or ratify.

22. Entire Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of

this Agreement. If School seeks to enter into a lease, promissory notes or other negotiable instruments, or to enter into a lease-purchase agreement or other financing relationships with IDO, such agreements shall be separate documents and not be incorporated into this Agreement or any amendments thereto. Such agreements shall be consistent with the School's authority to terminate IDO and continue operation of the School.

23. Arm's Length and Independent Counsel. This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the Parties and this Agreement. Each Party has been advised by, or had opportunity to seek advice from, its independent counsel regarding this Agreement.

24. No Waiver. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

25. Severability. If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this Agreement.

26. Governing Law. This Agreement shall be governed by and interpreted under the laws of the State of California.

27. Authority to Contract. Each Party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.

28. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

Provenance, dba, Inspire District Office, a California nonprofit public benefit corporation	Clarksville Charter School, a California nonprofit public benefit corporation and charter school
By: _____	By: _____
Name: Dr. Jayne Gray	Name: Emily Allen
Its: Board President	Its: Board President
Date: _____, 2019	Date: _____, 2019

ATTACHMENT A
DESCRIPTION OF IDO SERVICES

1. Public Relations and IP. ***IDO*** shall provide public relations services to ***SCHOOL***, as determined by further mutual agreement of the ***Parties***, in order to advance the shared mission of ***IDO*** and ***SCHOOL*** as set forth above in the recitals to this ***Agreement***. ***SCHOOL*** may provide ***IDO*** a non- exclusive, limited license to use those Inspire ***Marks*** or any other Inspire intellectual property as may be owned or under license to ***SCHOOL***, as may be requested by ***IDO*** from time to time, whether registered or unregistered, whether subject to application or not (the "***Inspire IP***"). Without limitation, and subject to the direction of ***SCHOOL***, ***IDO*** shall be available to represent School on all matters relating to public relations and public information, including, without limitation, preparing press releases on topics relating to the shared mission of ***IDO*** and ***SCHOOL,*** subject to approval of School's Board or designated representative.

2. Financial Services (Accounting, Bookkeeping, Payroll, Procurement, and other Financial Functions). Subject to the terms of this ***Agreement***, the budget approved by Board of School and approval by School's designated representative, ***IDO*** shall be responsible and accountable for:

A. Preparation and submission to School and, as required by law, all required *State* financial reports, including but not limited to annual audited financial reports, annual budgets, 1st and 2nd Interims, unaudited actual reporting, P1 and P2 reporting, non-classroom based funding determinations when applicable, annual LCAP spending reporting, as well as providing monthly financial statements to the Board of School**;**

B. Coordination and processing of payments of SCHOOL's expenditures:

a. Management of cash balances to cover SCHOOL's payroll and payments to vendors, pursuant to School policy;

b. Coordination and processing of SCHOOL's payroll and tax reporting and other filings in accordance with the specific procedures and guidelines as designated and updated from time to time by SCHOOL personnel;

c. Coordination and management of the annual independent audit of SCHOOL. The cost of the audit will be the sole expense of SCHOOL.

d. Assistance with Western Association of Schools and Colleges (WASC) financial reviews, when applicable.

e. Coordination and management of all facility, vehicle and equipment leasing agreements, including holding title or leasehold on behalf of School, with School's consent;

f. Assistance and monitoring of spending and general administration of grant funding in compliance with specific terms and conditions of said grants and participation in any audits related thereto; and,

g. Identification and management of external financing, as needed.

h. Recommending, negotiating and managing leases as approved by the Board.

C. Subcontracting. IDO may subcontract with Charter Impact or other backoffice service provider to provide any of these services, with consent of School provided that no such subcontract permitted hereunder shall relieve or discharge IDO from any obligation or liability under this Agreement

and provided that no such subcontract permitted hereunder shall constitute a majority of IDO's duties under this Agreement..

3. *Board* Facilitation. *IDO* shall coordinate the scheduling of and documentation of meetings of the *Board*, including the preparation of agendas, preparation of minutes per Board policy. *IDO* will coordinate annual *Board* member training to include training in *SCHOOL* protocols, best practices and legal updates, including any training required by the Charter.

4. Strategic Planning and Implementation. *IDO* will support *SCHOOL* in the development of key long term goals for *SCHOOL* in meeting its academic, funding, reporting, accountability, growth requirements, development and preparation of charter renewals, material charter modifications and other changes to School's charter, as needed or directed by the Board of School.

5. *SCHOOL* Policies. *IDO* shall ensure ready access to *SCHOOL* policies by all personnel, including, policies, rules, regulations, procedures, personnel, and budget. For the avoidance of doubt, *SCHOOL* retains sole and complete control over the foregoing policies.

6. Human Capital Management. Under the supervision and direction of School, and subject to the authority of the Board and School management to employ, discipline or dismiss all persons employed by School:

A. IDO shall support School's management and Board in recruiting, screening and recommending certificated and non- certificated individuals for employment by SCHOOL;

B. IDO shall also provide pre-employment screening services, verify, check and monitor credentials for certificated staff;

C. IDO shall coordinate and administer health, life and retirement benefits for SCHOOL employees, including certificated and non-certificated staff provided by SCHOOL and as approved by the Board and its designated representative;

D. IDO will support the provision of School's new hire employee orientation, training; onboarding (at the time of hiring) and off-boarding (upon termination). IDO will also coordinate the provision of all State and federally mandated training to SCHOOL employees;

E. IDO will track leave of absence benefits (including time off, sick days and other leaves) and monitor and provide information on the handling employee work-related injuries in coordination with School's workers compensation provider pursuant to School policies and subject to School direction

F. IDO will maintain and recommend revisions to School's employment policies and employee handbook.

7. Risk Management. IDO shall facilitate the School's selection and maintenance of insurance coverages for School, in amounts that are no less than the minimum levels set by SCHOOL, or mandated by its Charter or applicable law. However, IDO shall not act as, or receive any compensation as broker for insurance, including any liability, casualty, property, directors' and officers' liability or workers compensation coverages.

8. Files and Records. *IDO* shall maintain custody and provide ready access to all School files and records relating to the Services. *IDO* acknowledges that all records, data, communications, and other

property of *SCHOOL* entrusted or loaned to *IDO* during the term of this *Agreement* are *SCHOOL*'s property and *IDO* agrees to return any such material to *SCHOOL* immediately upon the termination of this Agreement. IDO shall support School's responses to requests for records, including Public Records Act requests, at the direction of School.

9. Reporting Requirements to the *Board*. *IDO* shall provide to the *Board* an annual year-end report and more frequently as the *Board* shall reasonably request summarizing the services and financial support provided, any changes to IDO's governing documents, and a copy of its Form 990.

10. Educational Services

A. Educational Program: ***IDO*** will work in collaboration with ***SCHOOL*** on development and implementation of the Inspire educational model licensed and provided to ***SCHOOL***. ***IDO*** will work with ***SCHOOL*** to effectuate any necessary changes to the educational program requested by School or mandated by law, recognizing that essential principle of this educational model is its flexibility, adaptability and capacity to change in the interest of continuous improvement of efficiency.

B. Professional Development: ***IDO*** will provide the resources and plans to the ***SCHOOL*** staff to enhance their effectiveness in delivering the Inspire educational program, and to help the School's students master educational standards established by the State of California, including training manuals and courses such as Zoom, PLC templates, CPACE, and Fresno Pacific, and guidance on achievement goals and reporting under LCAP, SARC and CSI.

C. Testing and Assessments: ***IDO*** will assist ***SCHOOL*** in the administration of all ***State*** required testing and other State mandated assessments, including a series of assessments designed to gauge the Student's mastery of core concepts and readiness for the State of California's mandated standardized testing, including identifying and securing testing sites approved by School;

D. Student Records Support: ***IDO*** will maintain and support School's access to and response to requests for ***SCHOOL***'s Student Records in accordance with state, local and federal requirements.

E. Technology: ***IDO*** will provide a comprehensive Computer Technology and IT infrastructure solution to ***SCHOOL*** and its employees which shall include procuring, imaging, delivering, repairing, replacing, warehousing and collection of such Computer Technology, as well as other related comprehensive logistical support services required for delivery of the Inspire educational program licensed to School.

F. Meeting the need of Special Needs Students: ***IDO*** will support ***SCHOOL's*** employees in the development of Special Education Protocols and educational materials for the provision of Special Education Services, consistent with the requirements and policies of the Special Education Local Plan Area (SELPA) in which School participates. IDO will assist school in identifying and procuring qualified service providers for students with special education needs. ***SCHOOL*** personnel, together with SELPA and Authorizer representatives, consistent with any agreements which may be in place, shall be responsible for developing an Individualized Education Program ("IEP") for students with identified special needs. All service provider costs will be the sole responsibility of ***SCHOOL.***

G. Instructional Materials: ***IDO*** shall develop curriculum and coordinate the purchase of the curriculum and instructional materials to be used by ***SCHOOL***, as approved by the Board, in order to offer interesting and challenging curricula for the purpose of allowing students to progress as quickly as their capabilities will allow. Materials shall be designed in a language and format that are readily accessible, and students will be allowed to complete course work at their own pace, as the program will be formulated based on the School's initial assessment of the student's skill levels in reading, math and other core courses. School staff and students will also be provided access by IDO to library materials stored, maintained for the use of Inspire schools served by IDO. IDO will track and coordinate inter-School library materials loans. ***SCHOOL*** will be responsible for all Board-approved curriculum and instructional material costs. ***IDO*** shall retain all ownership and copyrights to any curricular material created by ***IDO*** for the use by ***SCHOOL***.

H. Enrichment Services: IDO will maintain a system for ordering and providing risk management review and tracking of vendor contracts and their compliance with School policies, and coordinating Schools' teachers' selection, approval and provision and registration for selected enrichment services and organization of field trips for students.

11. Marketing/Branding: ***IDO*** will provide ***SCHOOL*** the design of all Inspire-branded materials, including promo items, website design, collateral, wearables, print assets including tri-fold brochures, rack cards, newsletters, event fliers, graduation programs, and more, based upon the Board-approved budget and policies. ***IDO*** will establish brand and communication strategies across all channels and promote the brand. ***IDO*** will maintain the ***SCHOOL*** public website that will contain any information required by ***SCHOOL*** and applicable state law. ***IDO*** will review and provide a periodic report to School of all social media properties, which may include Facebook, Twitter, Instagram, and Linkedln and provide refinements to increase traffic. ***IDO*** will coordinate and manage all School-approved third party vendors on behalf of ***SCHOOL***. ***SCHOOL*** will be solely responsible for those third party vendor costs.

12. Community Relationships: ***IDO*** shall coordinate ***SCHOOL***'s community relationships, including with local non-profits, governmental agencies, local businesses and higher education institutions in concert with the Board.

13. Student Enrollment and Information: ***IDO*** will provide and maintain School's enrollment system portal, and serve as the liaison between ***SCHOOL*** and the Student Information System Provider; perform quality data tracking, including but not limited to student data such as attendance, performance, etc.; and, shall coordinate and manage school data as the technology system is developed and maintained. ***IDO*** shall prepare and submit all required State reporting regarding student demographics, etc. ***IDO*** will provide periodic reports on student performance, and assessments of whether educational goals and measurements are being achieved.

14. School Calendar: To the extent necessary or requested by ***SCHOOL***, and consistent with the School's charter and policies, ***IDO*** will assist with the development of calendars suitable for ***SCHOOL***'s purposes, including for funding qualification and maximization.

Attachment B

Mark	Class	Goods/Services	Reg. No.	Reg. Date
	41	Educational services in the nature of charter schools	5467904	May 15, 2018
INSPIRE CHARTER SCHOOLS	41	Educational services in the nature of charter schools	5467903	May 15, 2018
INSPIRATION STATION	41	Providing a website featuring blogs and non-downloadable publications in the nature of articles in the field of homeschooling and education	5545765	Aug. 21, 2018

CLARKSVILLE CHARTER SCHOOL

BOARD RESOLUTION – 2019 – 2

I. Adoption of Clarksville Charter School Employee Higher Education Scholarship

WHEREAS, Clarksville Charter School is committed to fostering a more qualified and dynamic work force by providing a scholarship for employees to pursue higher education opportunities through Inspire University.

WHEREAS, the employee who receives the scholarship must work for Clarksville Charter School for a minimum of one year after completion of the program.

NOWTHEREFORE BE IT RESOLVED, that the Board of Directors approve one scholarships to cover 50% of each course unit, up to 24 units per year for up to two years. This is a cost of up to $6000 per year per person.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Clarksville Charter School a California nonprofit public benefit corporation, County of _____, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Clarksville Charter School which was duly and regularly held on _____, 2019, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on _____, 2019.

_____
Secretary of the Board of Directors of
Clarksville Charter School

CLARKSVILLE CHARTER SCHOOL

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AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on _____, 2019.

_____
Secretary of the Board of Directors of
Clarksville Charter School