



INSPIRE CHARTER SCHOOLS
1781 East Fir Avenue #102, Fresno, CA 93720
Phone (559) 754-1442 * Fax (559) 335-4089

**Regular Board Meeting
Inspire Charter Schools – Central
June 8, 2019 – 8:00 a.m. – 9:00 a.m.
1781 East Fir Avenue #102
Fresno, CA 93720**

Through Teleconference

**Lawrence Jarocki
102 E Crass St.
Tampa, FL 33602**

AGENDA

1. Call to Order
2. Public Comments
3. Approval of Board Resolutions:
 - a. Articles of Incorporation
 - b. Bylaws
 - c. Election of Officers
 - d. Fiscal Year End
 - e. Depository
 - f. Authority to Transact Business
 - g. Tax-Exempt Status and Charitable Solicitation
 - h. Conflict of Interest Policy
4. Acceptance of Resignations
5. Approval of 2019 – 2020 LCAP
6. Approval of July – April Financials
7. Approval of 2019 – 2020 Budgets
8. Approval of Board Resolution to Approve the Principals Salary and Supplemental Benefits
9. Approval of District Office Service Agreements
10. Approval of Board Resolution – Revenue Notes Series (2019B)
11. Approval of Board Resolution – Name Change of the Charter School
12. Approval of Board Resolution to Approve Employee Higher Education Scholarships
13. Closed Session - § 54957

14. Report out of Closed Session

15. Approval of Board Resolution to Approve the Graduation of General Studies

Students

16. 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: Inspire Charter Schools 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)).

INSPIRE CHARTER SCHOOL - CENTRAL

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BOARD RESOLUTIONS

I. ARTICLES OF INCORPORATION

WHEREAS, the Articles of Incorporation were filed with the California Secretary of State and were approved on May 24, 2019; therefore, be it

RESOLVED, that the Secretary of this Corporation is hereby ordered to file the Articles of Incorporation and Certificate of Incorporation with the records of the Corporation.

II. CORPORATE BYLAWS

RESOLVED, that the Bylaws attached hereto were adopted by Herbert Nichols, the sole incorporator of the Corporation, and that the Board hereby adopts and ratifies said Bylaws as and for the Bylaws of the Corporation;

FURTHER RESOLVED, that the Secretary of the Corporation shall file these Bylaws with the records of the Corporation.

III. ELECTION OF OFFICERS

RESOLVED, that the following individuals are hereby elected to the officer positions indicated for a period of one year and until their successors are elected and shall qualify:

President:	Lawrene Jarocki
Secretary:	Trina Short
Treasurer:	Debbie De Alba

IV. FISCAL YEAR END

RESOLVED, that the fiscal year of the Corporation shall end on the last day of June in each year.

V. DEPOSITORY

RESOLVED, that the depository for the funds of the Corporation shall be at all times a federally chartered national bank with branches throughout California (the "Bank"); and

FURTHER RESOLVED, that the officers of the Corporation are authorized and directed to open a checking account and such other accounts as needed from time to time with said Bank; and

FURTHER RESOLVED, that the form resolutions prescribed by said Bank for the opening of such accounts are hereby approved and adopted, and the officers of the Corporation are authorized and directed to execute such form resolutions in the name, and on behalf, of the Corporation; and

FURTHER RESOLVED, that said Bank is authorized and directed to honor checks and other orders for the payment of money drawn in the name of the Corporation when signed by any of the following individuals:

Herbert Nichols

VI. AUTHORITY TO TRANSACT BUSINESS

RESOLVED, that the proper officers of this Corporation be and hereby are authorized and directed, on behalf of the Corporation, to make and file such certificate or certificates, report or reports, or other instrument or instruments as may be required by law to be filed in any state, territory, or dependency of the United States, or in any foreign country in which said officers shall find it necessary or expedient to file the same to authorize the Corporation to transact business in such state, territory, dependency, or foreign country.

VII. TAX-EXEMPT STATUS AND CHARITABLE SOLICITATION

RESOLVED, that the Board authorizes and directs the officers of the Corporation to prepare and file an application for recognition of tax exemption with the Internal Revenue Service to obtain a determination that the Corporation is exempt from federal income tax under Section 501(c)(3) of the Code.

RESOLVED, that the Board authorizes and directs the officers of the Corporation to prepare and file such application or other documentation as are necessary to obtain a determination from the proper authorities that the Corporation is exempt from taxes imposed by the State of California.

VIII. CONFLICT OF INTEREST POLICY

RESOLVED, that on behalf of the Corporation, the Conflict of Interest Policy (the "Policy") submitted herewith is hereby adopted and approved, and the Secretary of the Corporation is hereby directed to insert a copy of the same in the corporate minutes.

BYLAWS
OF
INSPIRE CHARTER SCHOOL - CENTRAL
a California Nonprofit Public Benefit Corporation

ARTICLE I
OFFICES

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

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

ARTICLE II
OBJECTIVES AND PURPOSES

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

ARTICLE III
NONPARTISAN ACTIVITIES

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

ARTICLE IV
DEDICATION OF ASSETS

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

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

ARTICLE V MEMBERS

Section 1. SOLE MEMBER. Inspire Charter Schools, a California Nonprofit Public Benefit Corporation exempt from federal income tax under IRC Section 501(c)(3) (the "Sole Member"), shall be the sole member of this corporation as the term "member" is defined in Section 5056 of the California Corporations Code (the "Code"). The Sole Member shall have all the rights granted to members by Section 5056 of the Code.

ARTICLE VI DIRECTORS

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

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

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

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

(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

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

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

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

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

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

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

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

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

Section 2. NUMBER AND QUALIFICATION. The authorized number of directors shall be no less than three (3) and no more than eleven (11), unless changed by amendments to these bylaws. All directors are to be designated by the Sole Member. The board of directors shall consist of at least three (3) directors unless changed by an amendment to these bylaws.

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

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Each director shall hold office for one (1) year. A director may serve multiple terms of service, subject to

approval by the Sole Member. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the Sole Member, at any meeting of the Sole Member at which any director or directors are to be designated, to designate the number of directors required to be designated at such meeting.

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

Section 6. REMOVAL OF DIRECTORS. A director may be removed by the Sole Member. The Sole Member, in its sole discretion, may remove a director at any time for any reason, with or without cause or advance notice.

Section 7. VACANCIES. Vacancies on the board of directors shall be filled solely by the Sole Member.

Section 8. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Any meeting of the board of directors may be held at any place within or outside the State of California that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the corporation. Any meeting, annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another. All such directors shall be deemed to be present in person at such telephonic meeting. Prior written notice of any and all such meetings of the board of directors shall be provided to the Sole Member at least forty-eight (48) hours prior to the time of the holding of the meeting.

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

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

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges

prepaid, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four (4) days prior to the time of the holding of the meeting. In case such notice is delivered personally or by telephone or telegraph, it shall be delivered personally or by telephone or to the telegraph company at least forty-eight (48) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the director or to the person at the office of the director who the person giving the notice has reason to believe will promptly communicate it to the director. The notice need not specify the purpose of the meeting nor the place if the meeting is to be held at the principal executive office of the corporation.

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

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

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

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

Section 15. FEES AND COMPENSATION. Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the board of directors. Nothing contained herein shall be construed to preclude any director from

serving the corporation in any other capacity as an officer, agent, employee, or otherwise, and receiving compensation for such services if compensation is awarded by the board of directors.

Section 16. RESTRICTION ON BOARD AUTHORITY. The board of directors shall not, without the prior written approval of the Sole Member, make material revisions to the charter that created the charter school that operates as, or is operated by, this corporation.

ARTICLE VII COMMITTEES

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

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

Section 2. MEETINGS AND ACTION. Meetings and action of committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), 13 (adjournment) and 14 (action without meeting), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) notice of special meetings of committees shall also be given to all alternate members, who shall have the right to attend all meetings of the

committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws.

ARTICLE VIII OFFICERS

Section 1. OFFICERS. The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the board.

Section 2. ELECTION. The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. OTHER OFFICERS. The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

Section 4. REMOVAL AND RESIGNATION. Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the board of directors or, except in case of an officer chosen by the board of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 5. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

Section 6. CHAIRMAN OF THE BOARD. The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

Section 7. **PRESIDENT.** Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the board of directors, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 8. **VICE PRESIDENTS.** In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

Section 9. **SECRETARY.** The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

Section 10. **CHIEF FINANCIAL OFFICER.** The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositories as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

If required by the board of directors, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the board for faithful performance of the duties of his or her office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on the death, resignation, retirement, or removal from office of the chief financial officer.

ARTICLE IX INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

Section 1. DEFINITIONS. For the purposes of this Article IX, the definition of the terms "agent", "proceeding", and "expenses" shall be governed by Section 5238 of the Code.

Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Section 5233 of the Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

Section 4. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. REQUIRED DETERMINATIONS. Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article IX by:

- (a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or
- (b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

Section 6. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

Section 7. OTHER INDEMNIFICATION. No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 8. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

- (a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
- (b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. INSURANCE. The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions

of this Article IX; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Code.

ARTICLE X RECORDS AND REPORTS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the board of directors and committees of the board, which shall be promptly provided to the Sole Member. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the Sole Member or the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of the Sole Member or any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

Section 3. INSPECTION. The Sole Member and every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by the Sole Member or a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

Section 4. ANNUAL REPORTS. The board of directors shall cause an annual report to be sent to the directors and the Sole Member within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes; and
- (e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to the Sole Member and all directors, the corporation shall annually prepare and mail or deliver to the Sole Member and each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest. For this purpose, an "interested person" is any director or officer of the corporation.

The statement shall include the following information:

(a) A brief description of any transaction during the previous fiscal year that involved more than \$50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than \$50,000;

(b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and

(c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Code.

ARTICLE XI GENERAL MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the board of directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. REPRESENTATION OF SHARES OF OTHER CORPORATIONS. The chairman of the board, the president, or any vice president, or any other person authorized by

resolution of the board of directors or by any of the foregoing designated officers, is authorized to vote on behalf of the corporation any and all shares of any other corporation or corporations, foreign or domestic, standing in the name of the corporation. The authority granted to said officers to vote or represent on behalf of the corporation any and all shares held by the corporation in any other corporation or corporations may be exercised by any such officer in person or by any person authorized to do so by a proxy duly executed by said officer.

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, the Law, or to the Code shall be deemed to be those in effect from time to time.

ARTICLE XII AMENDMENTS

New bylaws may be adopted or these bylaws may be amended or repealed by solely the written consent of the Sole Member; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.

CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of Inspire Charter School - Central, a California nonprofit public benefit corporation, does hereby certify that the foregoing Bylaws constitute the Bylaws of this corporation as duly adopted at the meeting of the Sole Member on _____, 2019.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this ____ day of _____, 2019.

Debbie De Alba, Secretary

**CONFLICT OF INTEREST POLICY
OF
INSPIRE CHARTER SCHOOL - CENTRAL**

**Article I
Purpose**

Section 1.1. This Conflict of Interest Policy (this “Policy”) has been adopted and approved by the Board of Directors of Inspire Charter School - Central (the “Corporation”) for the purposes of (1) protecting the Corporation’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Interested Person (as defined hereinafter) or might result in a possible excess benefit transaction; and (2) establishing policies and procedures to be adhered to and implemented by the Corporation whenever it is contemplating entering into such transactions or arrangements, and whenever determining appropriate levels of compensation, direct and indirect, including benefits and perquisites for any Interested Person. The Corporation and each director, officer, member of a committee with Board-delegated powers, and key employee intends to comply with this Policy in such a manner so as to avoid any "excess benefit transaction" that would be subject to intermediate sanctions and excise taxes under section 4958 of the Internal Revenue Code of 1986, as amended (the “Code”). This Policy also is intended to supplement, but not replace, any applicable federal or state laws governing conflicts of interest applicable to nonprofit and charitable corporations, and the Corporation shall comply with the requirements of each such federal or state law in addition to the requirements of this Policy.

Section 1.2. The Corporation is a nonprofit corporation duly organized and existing under the laws of the state of California, which has been recognized by the Internal Revenue Service as exempt from income tax under section 501(c)(3) of the Code, and as such is organized and operated exclusively for charitable, educational, and scientific purposes, not for pecuniary profit, and no part of the net earnings of the Corporation shall inure to the benefit of any person or non-exempt entity.

**Article II
Definitions**

Section 2.1. Interested Person

Any director, officer, member of a committee with Board-delegated powers, or key employee, as defined below, who has a direct or indirect financial interest, as defined below, is an interested person ("Interested Person").

Section 2.2. Financial Interest

A person has a "financial interest" if the person has, directly or indirectly, through business, investment or family, any of the following:

- a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

“Compensation” includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial, benefits, perquisites, reimbursements for personal expenses, or entitlements relating to personal uses of property or service rights of the Corporation.

A financial interest is not necessarily a conflict of interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 2.3. Key Employee

A person is a “key employee” if he or she meets the three tests set forth for that term in the Glossary to the Instructions to Form 990 Return of Organization Exempt from Income Tax. Those tests generally provide that a key employee is an employee who has (i) reportable compensation from the Corporation and all related organizations, for the calendar year, in excess of \$150,000; (ii) responsibilities similar to officers and directors or manages a discrete segment of the Corporation that represents at least 10% of its activities, assets, income, expenses, or capital budget; and (iii) is one of the 20 employees with the highest reportable compensation from the organization and related organizations for the calendar year.

Article III Conflict Procedures

Section 3.1. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her financial interest and all material facts to the Board of Directors of the Corporation (the “Board”) or to any special committees with Board-delegated powers (e.g., conflicts or compensation committees) considering the proposed transaction or arrangement.

Section 3.2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall excuse himself/herself from the Board or committee meeting while the determination of whether a conflict of interest exists is discussed and voted

upon. The remaining Board or committee members shall determine whether a conflict of interest exists.

Section 3.3. Procedures for Addressing the Conflict of Interest

a. An Interested Person may make a presentation at the Board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the possible conflict of interest.

b. The Board or the committee shall undertake, or appoint a disinterested person or committee to undertake, an appropriate due diligence investigation, including an analysis of all material facts related to the possible conflict of interest, collection of data on comparable arrangements or transactions, and the development and investigation of alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and charitable, educational, and scientific purposes and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determinations.

Section 3.4. Violations of the Conflict of Interest Policy

a. If the Board or committee has reasonable cause to believe that a director, officer, or key employee has failed to disclose an actual or possible conflict of interest, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.

b. After hearing the response of such person and making such further investigation as may be warranted under the circumstances, if the Board or committee determines that the director, officer, or key employee is an Interested Person and has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. Prompt corrective action must be required in order to avoid the second-tier penalty tax under section 4958 of the Code and other additional liability and must include full restitution to the Corporation.

Article IV Records of Proceedings

Section 4.1. The minutes of the Board and any special committee with Board-delegated powers shall contain the following:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest exists.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Article V Compensation Procedures

Section 5.1. No Interested Person shall vote on any matter relating to his or her compensation, irrespective of whether said compensation is received directly or indirectly from the Corporation. No Interested Person, however, is prohibited from providing information to the Board or a committee regarding compensation, including factual data on comparable compensation for comparable services or the reasonableness of the proposed compensation.

Section 5.2. The Corporation shall endeavor to ensure that all compensation arrangements affecting Interested Persons are objectively reasonable, based on the relevant market for persons of comparable skills, training, education and experience and performing similar duties for comparable organizations under similar conditions and circumstances. The Corporation shall consider and give due weight to studies published by third parties regarding rates of compensation whenever and, to the extent that, such studies are reliable, comparable and available.

Article VI Annual Statements

Section 6.1. Each director, officer, member of a committee with Board-delegated powers, and key employee shall annually sign a statement which affirms that such person:

- a. has received a copy of this Policy of the Corporation,
- b. has read and understands this Policy,
- c. has agreed to comply with this Policy, and

d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its stated charitable, educational, and scientific purposes and do not result in private inurement or unreasonable or excessive economic benefit to private individuals or entities.

Article VII

Periodic Reviews

Section 7.1. To ensure that the Corporation operates in a manner consistent with its charitable, educational, and scientific purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation shall conduct periodic reviews of its compensation arrangements and any other transactions or arrangements that may provide a financial interest to any Interested Person. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements are reasonable,
- b. Whether transactions of the Corporation result in private inurement or impermissible private benefit,
- c. Whether transactions and arrangements with third parties conform to written policies, including this Policy, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable, educational, and scientific purposes, and do not result in private inurement or impermissible private benefit, and
- d. Whether the Corporation's expense reimbursement procedures are adequate in terms of required documentation, whether persons seeking reimbursement are complying with these procedures, and whether such expenses relate to furthering the Corporation's charitable, educational, and scientific purposes and do not result in private inurement or impermissible private benefit.

Article VIII

Use of Outside Experts

Section 8.1. In determining whether a conflict of interest exists, determining compensation or conducting the periodic reviews required by this Policy, the Corporation may, but need not, use outside advisors and consultants. If outside experts are used, their use shall be documented, but shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted in accordance with this Policy.

Adopted by the Board of Directors of Inspire Charter School - Central, on _____, 2019, effective immediately.

AGREEMENT TO COMPLY
WITH
CONFLICT OF INTEREST POLICY

I, a director, officer, member of a committee with Board-delegated powers, or key employee, hereby state that I have received a copy of the Conflict of Interest Policy of Inspire Charter School - Central, have read it and understand it, and hereby agree to comply with this Policy. I understand that I will engage only in activities to further the charitable, educational, and scientific purposes of this Corporation, which will not result in private inurement, unreasonable private benefit, or acts of self-dealing.

Signature: _____

Print name: _____

Date: _____

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Inspire Charter School - Central

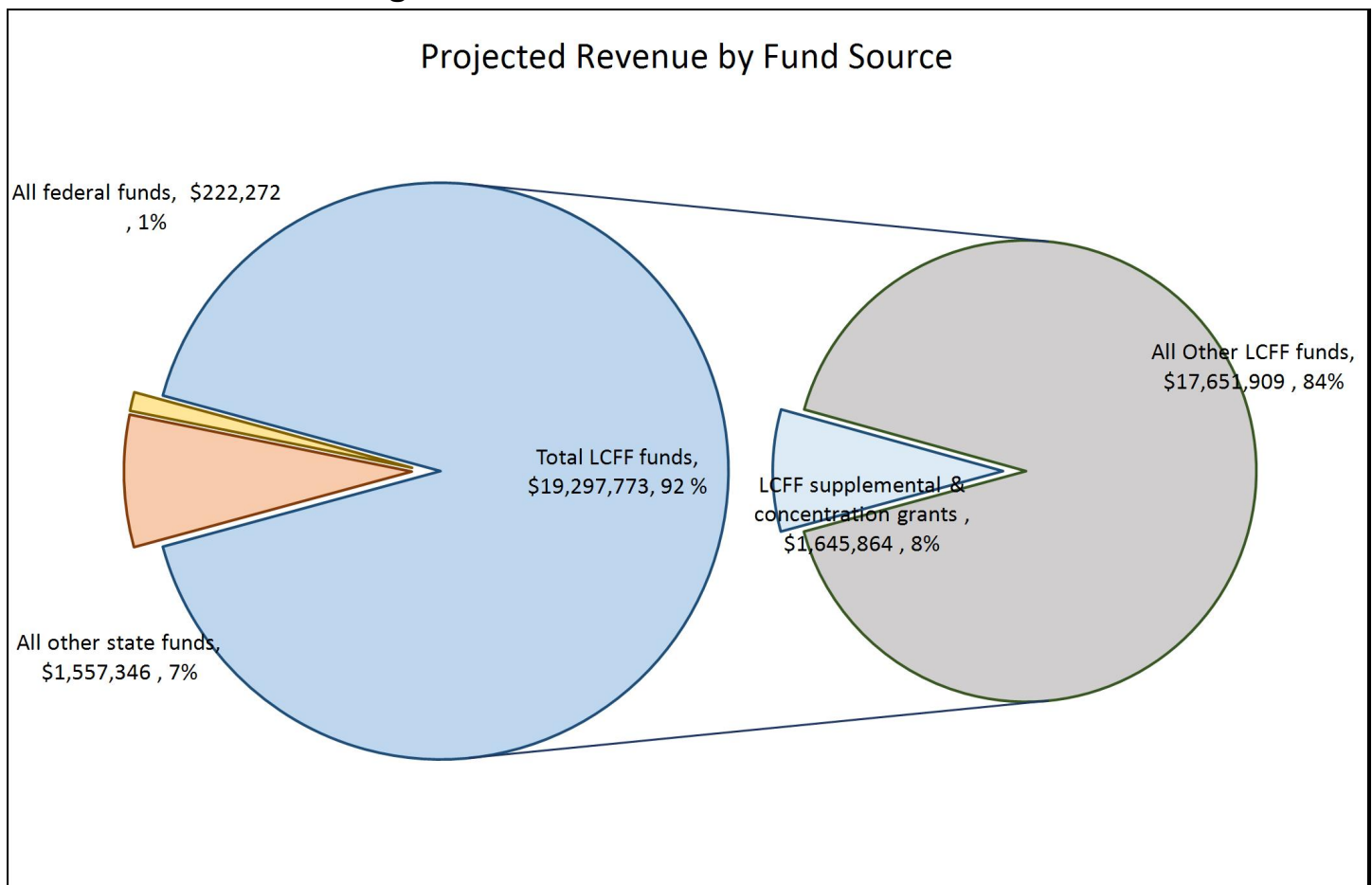
CDS Code: 10625470135103

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Pam Bezemer, 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

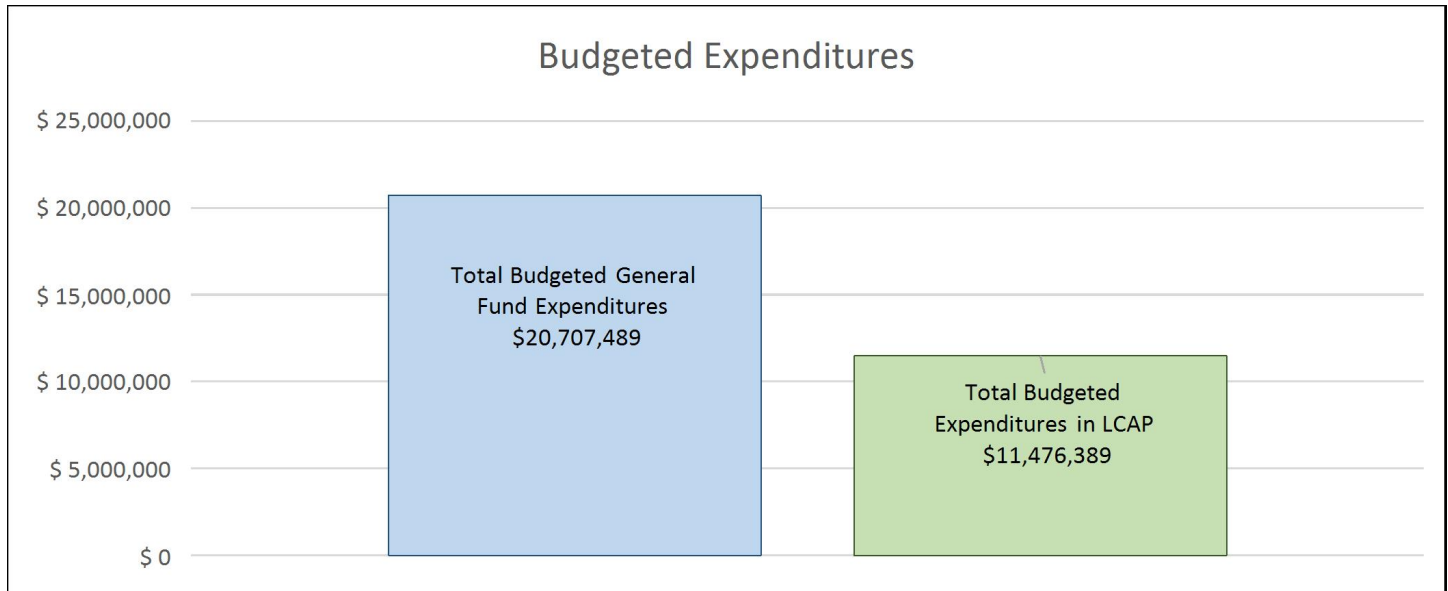


This chart shows the total general purpose revenue Inspire Charter School - Central expects to receive in the coming year from all sources.

The total revenue projected for Inspire Charter School - Central is \$21,077,391, of which \$19,297,773 is Local Control Funding Formula (LCFF), \$1,557,346 is other state funds, \$ is local funds, and \$222,272 is federal funds. Of the \$19,297,773 in LCFF Funds, \$1,645,864 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 Inspire Charter School - Central plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Inspire Charter School - Central plans to spend \$20,707,489 for the 2019-20 school year. Of that amount, \$11,476,389 is tied to actions/services in the LCAP and \$9,231,100 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

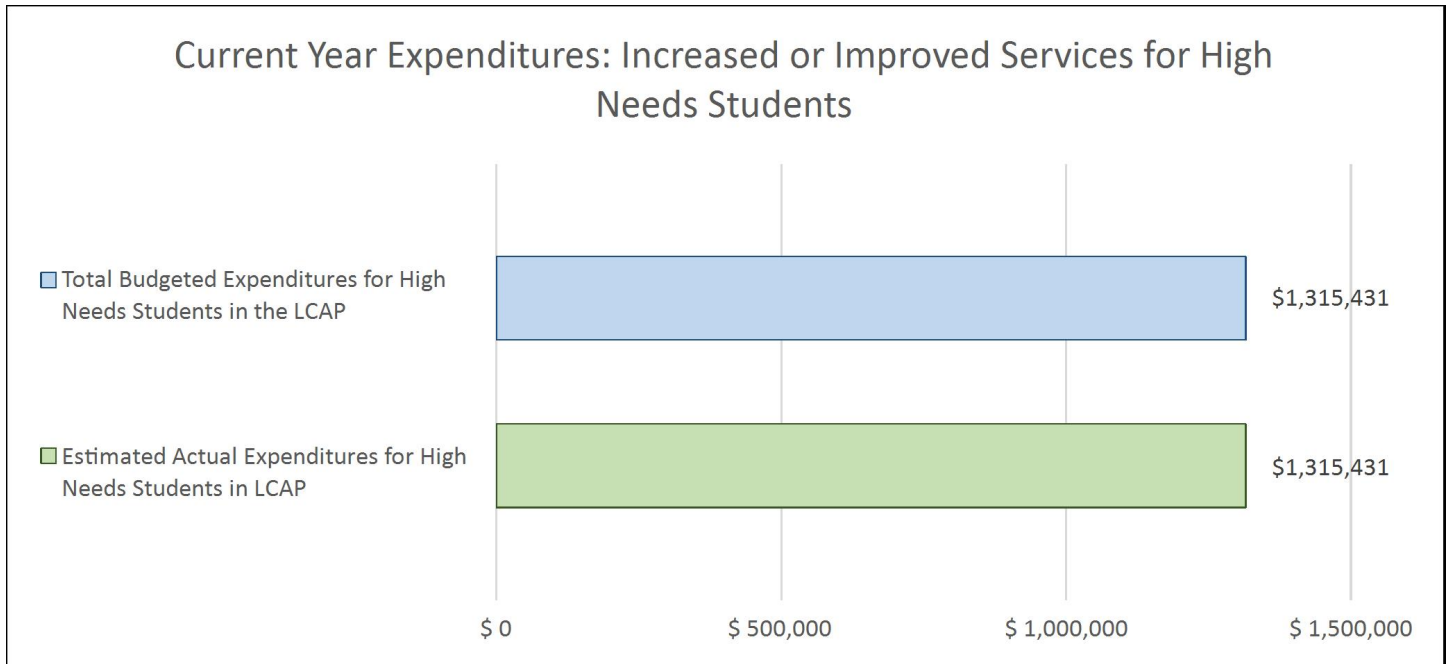
Classified salaries/benefits, administrator salaries/benefits, instructional materials, operations, professional services, and facility-related costs. The cost of our instructional materials is significant because we offer a variety of educational platforms including online courses, blended models of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

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

In 2019-20, Inspire Charter School - Central is projecting it will receive \$1,645,864 based on the enrollment of foster youth, English learner, and low-income students. Inspire Charter School - Central 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, Inspire Charter School - Central plans to spend \$1,645,864 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 Inspire Charter School - Central budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Inspire Charter School - Central 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, Inspire Charter School - Central's LCAP budgeted \$1,315,431 for planned actions to increase or improve services for high needs students. Inspire Charter School - Central estimates that it will actually spend \$1,315,431 for actions to increase or improve services for high needs students in 2018-19.

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

Inspire Charter School - Central

Contact Name and Title

Pam Bezemer
Senior Director

Email and Phone

pam@inspireschools.org
(559) 754-1442

2017-20 Plan Summary

The Story

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

Inspire Charter School - Central 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

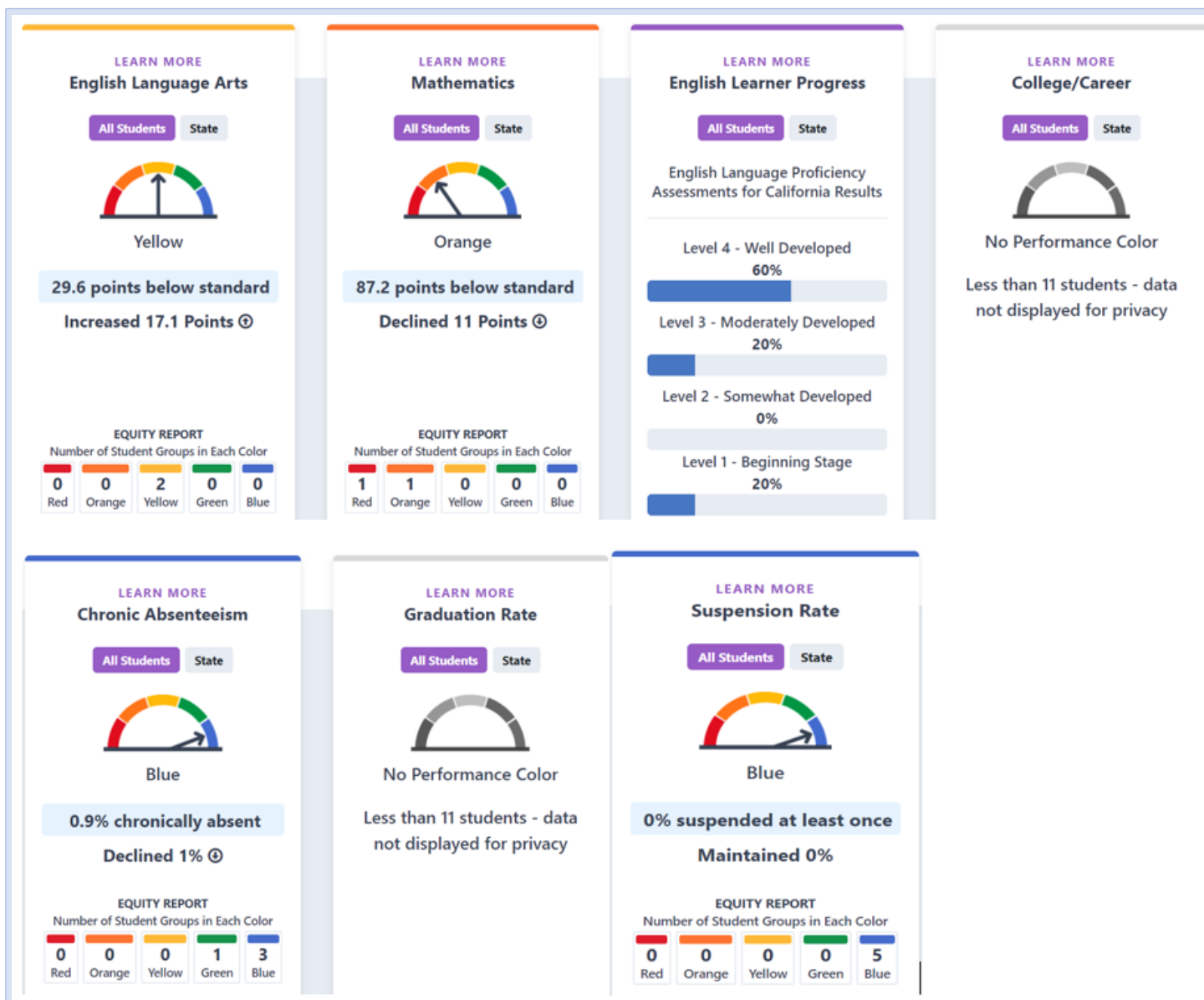
We've implemented an RTI model, English Language Development instructional program, and Specialized Academic Instruction services to support students, as well as wet labs for science classes. Additionally, we are emphasizing a data-informed culture as evidenced by the hiring of a Dean of Academics, Director 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.

When reviewing the 2018 California Schools Dashboard results, our maintained a 0% suspension rate on the Suspension Rate Indicator. Further, our score on the Chronic Absenteeism Indicator improved by 1% resulting in a "Blue" performance level.

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

When reviewing the 2018 California Schools Dashboard results, our Math Indicator overall score is "Orange," the same score as our White subgroup. Our SED (socio-economically disadvantaged) subgroup scored at "Red" in the same 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.



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

According to the 2018 California Schools Dashboard results, we do not have any performance gaps. We hope to continue our performance through the effective implementation of schoolwide learning objectives (SLOs) that involve all stakeholder groups to ensure alignment to standards, curriculum, instruction, assessment, and school culture. Further, we plan to continue with and refine our RTI model, English Language Development instructional program, and Specialized Academic Instruction services to support students.

Student Group Report for 2018

Pivot Data by Stu

New

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Blue	Blue	None	None	Yellow	Orange
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	Blue	Blue	None	None	Yellow	Red
Students with Disabilities	Blue	Blue	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	Green	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Blue	Blue	None	None	Yellow	Orange
Two or More Races	None	Blue	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 100%	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 26% students participated in teacher led field trips. In 2018-2019, there were 44% 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 28% families participate in our back to school event and Maker's Fair. All families participate in monthly meetings with their child's home school teacher (HST).

Expected

Metric/Indicator

Increase parent participation rate for the school climate survey by 10%.

Baseline

222 surveys were returned

Metric/Indicator

Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments.

Baseline

95%

Metric/Indicator

Maintain chronic absenteeism rate at 0%.

Baseline

0%

Metric/Indicator

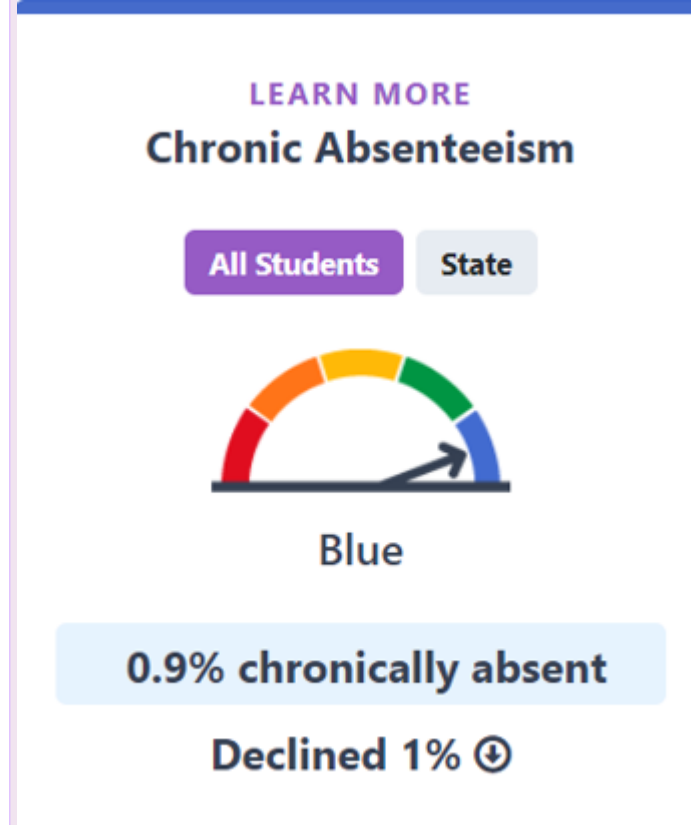
Maintain the rate of pupil suspension and expulsions rates.

Actual

11% 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.

Our attendance rate remains steady at 95% or higher for each month.

Our chronic absenteeism rate is 0.9%; a decline of 1% (California Schools Dashboard)

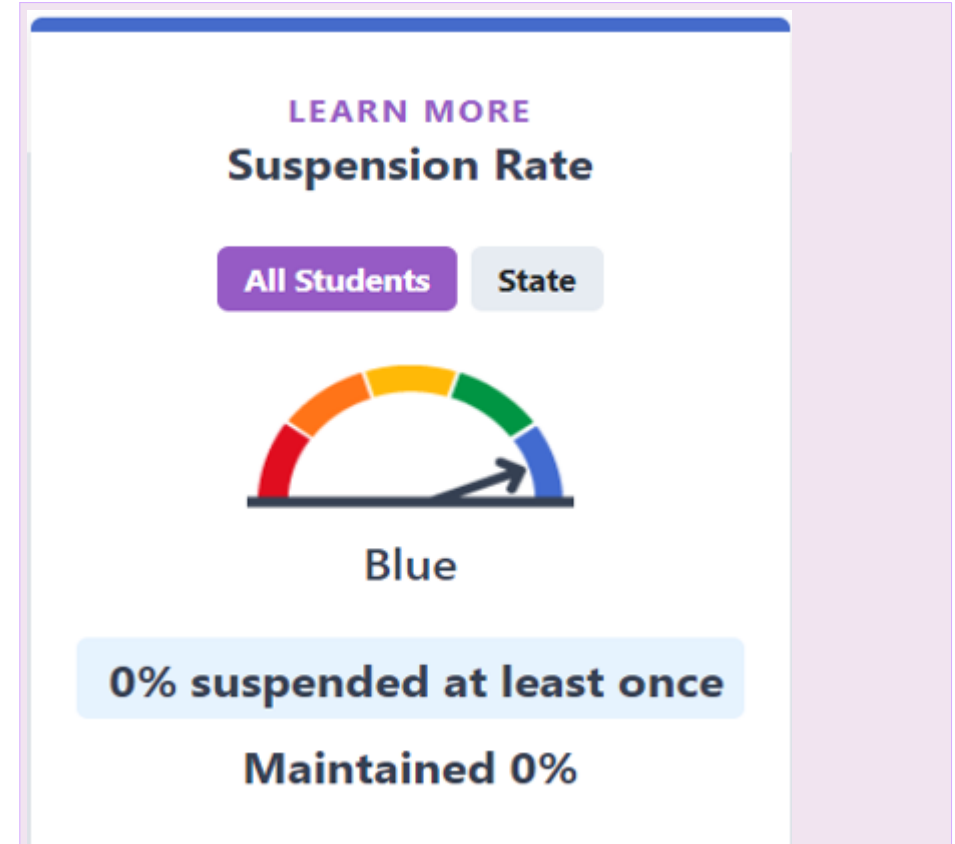


Our pupil suspension and expulsion rates remain steady at 0% California School Dashboard)

Expected

Baseline
0%

Actual



Metric/Indicator
Maintain safe facilities as demonstrated in the Facilities Inventory (FIT) Report.

Baseline
100%

100% of our facilities are considered safe according to the Facilities Inventory (FIT) Report.

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.

Process and procedures were reviewed and enhanced to ensure 100% of the certificated staff met the teaching standards and held appropriate certificates for subject matter taught.

2000-2999: Classified Personnel Salaries LCFF 3,745,261

Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF \$3,870,101

Action 2

Planned 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.

Actual Actions/Services

At the beginning of the school year, staff was provided professional development calendar with dates for staff and parent meetings. All staff participated in monthly in person professional development to support staff with parent engagement and increase students' academic success. Families were provided opportunities to collaborate with their teacher and school to ensure they had access to school resources and training to support their child's academic success.

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures LCFF 9,300

Estimated Actual Expenditures

Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF \$100,452

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 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.

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 4

Planned Actions/Services

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.

Actual Actions/Services

We send weekly newsletters to parents that include events for the upcoming week, high school specific information, and links to resources for interventions, enrichment and field trips.

Additionally, 100% of the parents are provided with a password to our parent portal that access to students logs, assignments, grades, test score, attendance, student schedule, class

Budgeted Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual Expenditures

No additional costs, costs are part of services provided by district office. 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

registration, transcript credit summary, resources for instructional guides and "I Can Statements."

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 implemented all actions/services as planned including, monitoring attendance and behavior and providing appropriate supports, ensuring effective communication with parents, PD for staff and parents, and ensuring all teachers are appropriately credentialed.

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

Overall this goal was effective. We met our goal and maintained the positive data related to staffing, attendance, decreasing chronic absenteeism, increased enrichment opportunities for students, increase in parent participation with LCAP, and maintaining zero percent suspensions and expulsions rates while maintaining safe office facilities. However, next year we want to increase the number of returned surveys. We received 200 surveys but have over 1,000 students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The significant increase in Action 2 expenditures reflects a significant increase in parent meetings/training.

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
<p>Metric/Indicator CAASPP participation rate will be at least 95%</p> <p>Baseline New school program and baseline will be established 2017-2016 school year.</p>	<p>Our CAASPP participation rate is 84% (California Schools Dashboard) which is an increase from previous years but still is a focus for the school.</p>
<p>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</p> <p>Baseline 31%</p>	<p>38.5% of our students scored at Standard Met or Standard Exceeded on the ELA Smarter Balanced Assessment (California Schools Dashboard), which is 7.5% increase from the baseline.</p>
<p>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</p> <p>Baseline</p>	<p>16.3% 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.</p>

Expected

19%

Metric/Indicator

10% of English learners will increase one level of proficiency on the ELPAC annually

Baseline

baseline will be determine when data is released in Fall 2018

Actual

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.

With this context in mind, No data was released for 2017 English Learner Progress Indicator while the 2018 results are:

Level 4- 60%

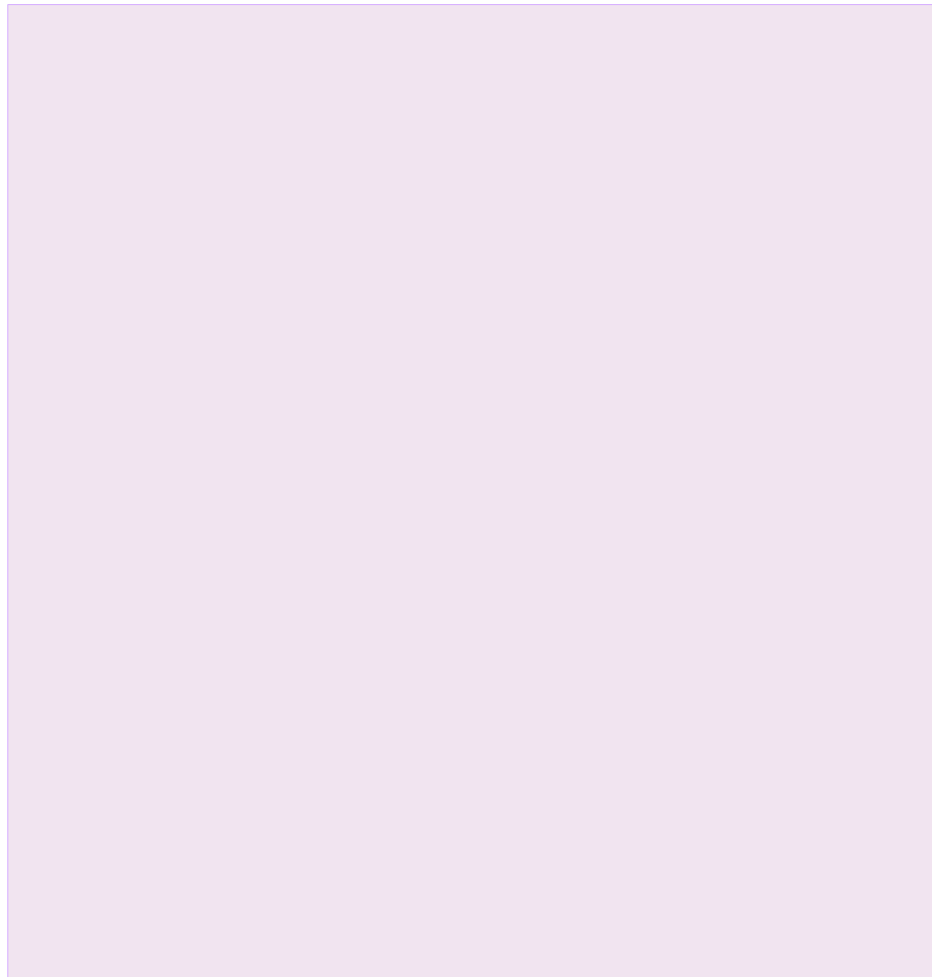
Level 3- 20%

Level 2- 0%

Level 1- 20%

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



Metric/Indicator

At least 10% of EL students will demonstrate eligibility for reclassification

Baseline

0%

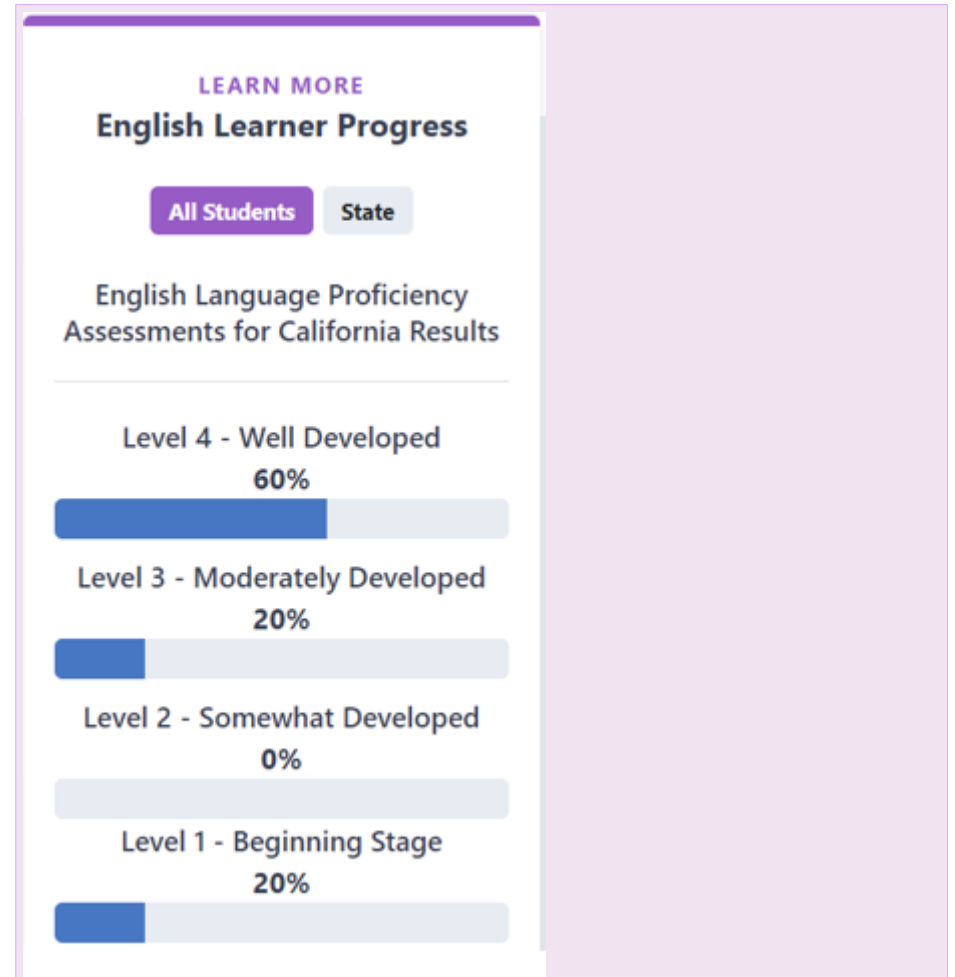
Metric/Indicator

95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught.

Baseline

84%

Actual



25% of English Learners (ELs) reclassified to RFEP. Although last year's reclassification rate is 0%, it was based on CELDT.

85% of our students participated in the fall quarterly interim benchmark assessment, an increase of 7% from last year (78%).

Expected

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.

Actual

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

Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.

Actual Actions/Services

All students participated in our Star360 benchmark. Results were shared with families and students and teachers provided an intervention plan as needed.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual Expenditures

Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 2

Planned 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

Actual Actions/Services

Our RTI model identified 293 students in need of a reading intervention and another 230 for math. Further, 36 students received speech support, 12 were referred for Tier II support, while 6 received Tier III support. Our Student Study Team (SST) established 6 week goals for these students and regularly monitored progress and recommended additional support as needed including online or in person support.

Budgeted Expenditures

Software 4000-4999: Books And Supplies LCFF 558,295

Estimated Actual Expenditures

Software 4000-4999: Books And Supplies LCFF \$440,781

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Identify, assess, and instruct English Language Learners:</p> <p>Systematically collect home language survey and identify ELs upon enrollment into SIS</p> <p>Administer the ELPAC annually to all EL students during the appropriate testing window</p> <p>ELD teacher to conduct designated EL instruction</p> <p>Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.</p>	<p>We appropriately identified English Learners and met all related mandates. We administered the ELPAC to 15 students and teachers provided designated ELD instruction through online video conference platforms. Also, we formed an EL Committee to monitor the academic progress of ELs.</p>	<p>Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>	<p>Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to build up course lists and pathways that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan of students.</p> <p>Committee to review and approve new curriculum and courses</p> <p>Counselors and HST teachers meet with students to support</p>	<p>Our HSTs met with 100% of their students and families to inform them of available courses and supports. 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). We also added 3 VAPA based CTE pathways. We also continued our curriculum and college/career readiness committees.</p>	<p>Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>	<p>Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0</p>

student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.



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 actions/services as planned.

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

Most of our actions/services were effective in meeting our articulated goal. For example, 80% of our ELs scored at Level 3 (Moderately Developed) or 4 (Well Developed) on the EL Indicator and 25% of our ELs reclassified. However, we need to increase CAASPP performance and participation rate. Further, we need to increase the number of CTE pathways. We are connecting with local community colleges such as Palomar and San Diego City College to form a partnership to support students with access to CTE courses and dual enrollment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The reduction of Action 2 expenditures reflects a decrease in software costs.

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.

We formed an EL Committee to monitor the academic progress of ELs.

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

Metric/Indicator

Increase High School Cohort graduation rate

Baseline

New high school program and baseline will be established 2017- 2016 school year.

Metric/Indicator

Increase the number of students taking Career Technical Education sequences or programs

Baseline

New high school program and baseline will be established 2017- 2016 school year.

Metric/Indicator

Increase high school students on track to graduate with A-G requirements fulfilled

Baseline

Actual

Our projected graduation rate is 80.6%. No data was released for the 2018 dashboard.

This year, 32 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. For the 2018 dashboard no data has been released.

65% of our 9th and 10th graders are on track to graduate.

Expected	Actual
New high school program and baseline will be established 2017- 2016 school year.	
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.	In 2017-18, 3 of our 10 seniors completed the SAT while 0 completed the ACT assessment.
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 67 (fall 31, spring 36) dual enrollment courses. Also, two completed AP examinations.
Metric/Indicator Maintain 100% of high school students with 4-Year Plans created by a Guidance Counselor Baseline 100%	100% of our high school students have a 4-year plan created by a Guidance Counselor
Metric/Indicator Decrease the high school cohort dropout rate Baseline New high school program and baseline will be established 2017- 2016 school year.	CDE did not release any data for our high school. We are making a concerted effort to decrease our high school drop out rate including increasing communication with students/families and appropriately entering exit/transfer/enrollment codes into our student information system. As a result, we expect our 2018-19 high school cohort dropout rate to decrease.
Metric/Indicator Decrease the middle school dropout rate. Baseline New high school program and baseline will be established 2017- 2016 school year.	Our SIS does not identify any middle school students as dropouts.

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

Actual

Budgeted

Estimated Actual

Actions/Services

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.

Actions/Services

We successfully implemented Project Recovery including monitoring student dropouts and graduation rate progress.

Expenditures

Included in Goal1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Expenditures

Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 2

Planned Actions/Services

Continue to provide broad course of study for students to ensure all students are prepared for their selected college/career pathway.

Actual Actions/Services

We initiated 3 VAPA based CTE Pathways this year.

Budgeted Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual Expenditures

Expenditures included in Goal 1, Action 2 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Action 3

Planned Actions/Services

Continue to provide targeted, research-based math & ELA support for struggling students.

Actual Actions/Services

HSTs works closely with students to ensure students academic needs are met including providing appropriate support.

Budgeted Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual Expenditures

Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 4

Planned 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)

Actual Actions/Services

Administrators and teachers received college and career readiness related PD.

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Estimated Actual Expenditures

Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 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.

All actions/services were implemented as planned. However, while implemented action/service 1, we quickly determined the amount of work required to proactively and accurately measure projected graduation rates and to find dropouts requires additional staff.

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

The effectiveness of our actions/services is mixed. For example, our graduation rate is improving and 100% of our high school students have a 4-year plan created by a Guidance Counselor, our 2018 graduation rate remains at 80.6%. We do, however, expect our graduation to improve next year. Further, there is a slight increase in the number of students taking the SAT, ACT and AP assessment. We also need to increase the number of students enrolled in a CTE pathway.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are not material differences in expenditures

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 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.

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

100%

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 opportunities.

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, 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.

Expected

Metric/Indicator

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

Baseline

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%

Actual

Our website plays a critical role in communicating FAQs, policies, and program descriptions (that are updated regularly). According to google analytics, are website traffic is as follows:

1 day active users 15 (100%)

7 day active users 193 (100%)

14 day active users 384 (100%)

28 active users 1066 (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.

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

Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities.

Actual Actions/Services

Each student receives fund to use towards electives such as VAPA, enrichment opportunities through various approved vendors to ensure all students have access to broad course of study.

Budgeted Expenditures

Special Activities and Enrichment opportunities 4000-4999: Books And Supplies LCFF 317,774

Estimated Actual Expenditures

Books and Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$4,056,895

Action 2

Planned Actions/Services

Collect data to ensure students have access to technology to create technology based projects or participating in programs such as coding.

Actual Actions/Services

All students have access to technology and programs to enhance their technology skills including software programs to learn different programs and applications within the changing world of technology.

Budgeted Expenditures

Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Estimated Actual Expenditures

Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enrichment opportunities and/or courses will include project- based learning that incorporates technology, collaboration, and student communication skills.	This year we implemented several new technology-based enrichment opportunities including robotics teams that successfully competed in national and world championships in the V-Robotics competitions.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 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.	This year we added Academic decathlon, National Honor Society, National Jr Honor Society, and a robotics program for students to participate in leadership opportunities. Both teams made it to national spots along with our Spelling Bee winner.	Included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	4000-4999: Books And Supplies LCFF \$627,941

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 actions and services allowing students to develop and implement a board course of study allowing students to collaboratively learning opportunities to navigate technology and communicate effectively.

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

Our actions/services effectively help achieve our articulated goal. For example, 100% of our students have access to a computer, broad course of study, and access to both online and in person courses. Further, maintained updated information on our website, and facilitated enrichment opportunities for students to improve confidence and leadership skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The significant increase in Action 1 expenditures reflects an increased number of requests by students to participate in enrichment activities. 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: Kids Expo—families invited to meet with enrichment academy providers 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.
- May 29, 2019: LCAP public hearing- held during a Board meeting.

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

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 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.

2018-19 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.

2019-20 Actions/Services

Ensure teachers are appropriate credentialed and assigned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,167,500	\$9,350,850	\$5,247,750
Source	LCFF	LCFF	LCFF
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	\$112,929
Source	LCFF	LCFF	LCFF
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 Development

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)

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

Facilitate student groups that promote collaboration and communication among students in person and online

2018-19 Actions/Services

Students are provided with funds to use toward broad course of study such as VAPA courses and enrichment opportunities.

2019-20 Actions/Services

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	\$2,743,449
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries Certificated Administrators	5000-5999: Services And Other Operating Expenditures

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	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
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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

Unchanged 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%	ELA: 73.1% Math: 72.9%	84%	TBD in Fall 2019	
The percentage of Inspire students meeting or exceeding standards	31%	38.5%	TBD in Fall 2019	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
on CAASPP ELA assessments, including all subgroups				
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups	18.8%	16.3%	TBD in Fall 2019	
10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	Level 4- 60% Level 3- 20% Level 2- 0% Level 1- 20%	Level 4- 60% Level 3- 20% Level 2- 0% Level 1- 20%	TBD in Fall 2019	
At least 10% of EL students will reclassify	16%	25%	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)

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

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.

2018-19 Actions/Services

Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.

2019-20 Actions/Services

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	\$1,203,202
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Included in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 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

2018-19 Actions/Services

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

2019-20 Actions/Services

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	236,596	558,295	\$495,530
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies See software costs listed in goal 1 action 4	4000-4999: Books And Supplies See software costs listed in goal 1 action 4	4000-4999: Books And Supplies

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

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Identify, assess, and instruct English Language Learners:

Systematically collect home language survey and identify ELs upon enrollment into SIS

2018-19 Actions/Services

Identify, assess, and instruct English Language Learners:

Systematically collect home language survey and identify ELs upon enrollment into SIS

2019-20 Actions/Services

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.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	\$156,000
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Included in 1100 salary costs listed in goal 1, action 1	1000-1999: Certificated Personnel Salaries Included in 1100 salary costs listed in goal 1, action 1	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)

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

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action
Unchanged Action

2017-18 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.

2018-19 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.

2019-20 Actions/Services

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	\$27,665
Source	LCFF	LCFF	Low Performing Student Block Grant (LPSBG)
Budget Reference	1000-1999: Certificated Personnel Salaries Included in 1100 salary costs listed in goal 1, action 1	1000-1999: Certificated Personnel Salaries Included in 1100 salary costs listed in goal 1, action 1	5000-5999: Services And Other Operating Expenditures Included in 1100 salary 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

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide targeted, research-based math & ELA support for struggling students

2018-19 Actions/Services

Continue to provide targeted, research-based math & ELA support for struggling students

2019-20 Actions/Services

This action is embedded within Action 4 of this Goal and thus discontinued

Budgeted 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

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 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.

2018-19 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.

2019-20 Actions/Services

This Action is embedded within Action 2 of this Goal and thus discontinued.

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

Year	2017-18	2018-19	2019-20
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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 67 (fall 31, spring 36) dual enrollment courses. Also, two completed AP examinations.	

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	TBD	TBD	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	

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

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

New Action
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Research, pilot and evaluate Career Technical Education sequences and PD/training resources for CTE/College & Career

2018-19 Actions/Services

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.

2019-20 Actions/Services

Increase number of vertically aligned CTE Pathways

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No additional expenses	1000-1999: Certificated Personnel Salaries No additional expenses	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1

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

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 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)

2018-19 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)

2019-20 Actions/Services

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	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries No additional expenses	1000-1999: Certificated Personnel Salaries 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

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

Action 4

All	All Schools
-----	-------------

OR

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

Actions/Services

Budgeted Expenditures

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)

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	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
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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	New program and Baseline data will be available in 2017-18	39% students participated in Enrichment academies.	44% students participated in Enrichment academies.	
Increased student participation academic and leadership	Baseline data will be created in 2017-18	We began to increase academic and	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		leadership opportunities including Yearbook Committee.	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%	0.9%	TBD	
Maintain the rate of pupil suspension and expulsions rates.	0%	0%	TBD	
Increase high school cohort graduation rate	TBD	TBD	TBD	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the high school cohort dropout rate	TBD	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.	
Increase parent participation rate for the school climate survey by 10	23% surveys were returned	23%	11% 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.	
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
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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	LCFF	LCFF	LCFF
Budget Reference	Not Applicable	Not Applicable	1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 2

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
[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)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide
[Add Scope of Services selection here]

Location(s):

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

All Schools
Specific Grade Spans: K-12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 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

2018-19 Actions/Services

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.

2019-20 Actions/Services

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	0	0	\$143,000
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries No additional expense	1000-1999: Certificated Personnel Salaries 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)

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

Specific Grade Spans: K-12

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

2017-18 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.

2018-19 Actions/Services

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

2019-20 Actions/Services

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	0	0	\$143,000
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries No additional expense	1000-1999: Certificated Personnel Salaries 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)

All

[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)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

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	Modified Action	Modified Action
<p>2017-18 Actions/Services</p> <p>Monitor and intervene on attendance and behavior:</p> <p>Monthly analysis of attendance and behavior data by subgroup.</p> <p>Special education services to students with emotional and behavioral challenges as required by IEP.</p> <p>Notify parent/guardian of attendance concerns</p> <p>and intervene according to attendance and enrollment compliancy procedures.</p> <p>Administer, analyze, and respond to results of annual student and staff satisfaction surveys.</p> <p>Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing</p>	<p>2018-19 Actions/Services</p> <p>Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required.</p> <p>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.</p>	<p>2019-20 Actions/Services</p> <p>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.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	\$150,000
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Enrichment Academy syllabi will include at least 1 student project presentation per term

2018-19 Actions/Services

Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills.

2019-20 Actions/Services

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			\$1,053,864
Source			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

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

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
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Included in services provided by district office

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,645,864

Percentage to Increase or Improve Services

9.32%

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

\$1,315,431

Percentage to Increase or Improve Services

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 Rtl 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	4,630,630.00	9,096,170.00	11,398,142.00	11,943,072.00	11,476,389.00	34,817,603.00
1100	0.00	0.00	0.00	0.00	0.00	0.00
5804	0.00	0.00	0.00	0.00	0.00	0.00
General Fund – LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	4,630,630.00	9,096,170.00	11,398,142.00	11,943,072.00	9,802,860.00	33,144,074.00
Low Performing Student Block Grant (LPSBG)	0.00	0.00	0.00	0.00	27,665.00	27,665.00
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
Supplemental and Concentration	0.00	0.00	0.00	0.00	1,645,864.00	1,645,864.00

* 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	4,630,630.00	9,096,170.00	11,398,142.00	11,943,072.00	11,476,389.00	34,817,603.00
1000-1999: Certificated Personnel Salaries	0.00	3,870,101.00	11,081,546.00	11,303,177.00	7,042,952.00	29,427,675.00
2000-2999: Classified Personnel Salaries	3,745,261.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	876,069.00	1,068,722.00	236,596.00	558,295.00	495,530.00	1,290,421.00
5000-5999: Services And Other Operating Expenditures	0.00	4,056,895.00	0.00	0.00	2,771,114.00	2,771,114.00
5800: Professional/Consulting Services And Operating Expenditures	9,300.00	100,452.00	80,000.00	81,600.00	1,166,793.00	1,328,393.00
Certificated Teachers	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
Special Activities and fieldtrips	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 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	4,630,630.00	9,096,170.00	11,398,142.00	11,943,072.00	11,476,389.00	34,817,603.00
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	3,870,101.00	11,081,546.00	11,303,177.00	6,450,952.00	28,835,675.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	592,000.00	592,000.00
2000-2999: Classified Personnel Salaries	LCFF	3,745,261.00	0.00	0.00	0.00	0.00	0.00
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	876,069.00	1,068,722.00	236,596.00	558,295.00	495,530.00	1,290,421.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	4,056,895.00	0.00	0.00	2,743,449.00	2,743,449.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant (LPSBG)	0.00	0.00	0.00	0.00	27,665.00	27,665.00
5800: Professional/Consulting Services And Operating Expenditures	5804	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	9,300.00	100,452.00	80,000.00	81,600.00	112,929.00	274,529.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00	1,053,864.00	1,053,864.00
Certificated Teachers	1100	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Teachers	LCFF	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
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	3,754,561.00	3,970,553.00	10,005,066.00	10,205,167.00	8,104,128.00	28,314,361.00
Goal 2	558,295.00	440,781.00	1,393,076.00	1,737,905.00	1,882,397.00	5,013,378.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00
Goal 4	317,774.00	4,684,836.00	0.00	0.00	1,489,864.00	1,489,864.00

* 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 - Inspire Charter School - Central

P2 of 1857.31	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
State Aid - Revenue Limit	1,385,096.68	1,385,097	1,385,097	1,385,097	1,385,097	1,385,097	1,385,097	1,385,097	1,385,097	1,385,097	1,385,097	1,385,097	16,621,160
Federal Revenue	19,497.50	19,498	19,498	19,498	19,498	19,498	19,498	19,498	19,498	19,498	19,498	19,498	233,970
Other State Revenue	135,872.23	135,872	135,872	135,872	135,872	135,872	135,872	135,872	135,872	135,872	135,872	135,872	1,630,467
Other Local Revenue	3,976.15	3,976	3,976	3,976	3,976	3,976	3,976	3,976	3,976	3,976	3,976	3,976	47,714
Total Revenue:	1,544,443	1,544,443	1,544,443	1,544,443	1,544,443	1,544,443	1,544,443	1,544,443	1,544,443	1,544,443	1,544,443	1,544,443	18,533,311
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Expected	Expected	
Certificated Salaries	320,955	382,201	393,477	437,643	518,128	430,698	444,690	436,406	589,109	491,631	451,785	451,785	5,348,506
Classified Salaries	3,490	3,649	3,173	3,649	4,130	4,811	3,745	3,749	4,678	6,452	5,069	5,069	51,662
Benefits	86,083	86,574	114,871	109,571	117,432	140,770	160,520	113,095	149,478	122,430	134,844	134,844	1,470,511
Books and Supplies	149,354	305,186	369,959	346,079	385,329	162,302	212,050	170,981	138,890	259,370	239,142	252,677	2,991,320
Subagreement Services	121,511	144,777	214,404	392,299	371,496	237,103	497,905	462,491	560,601	478,677	489,371	949,649	4,920,284
Professional/Consulting Services	7,585	37,327	41,557	58,337	38,143	73,336	36,201	129,031	82,912	90,260	154,243	619,616	1,368,547
Facilities, Repairs and Other Leases	16,874	16,874	26,064	28,484	23,074	17,965	23,674	23,074	23,074	31,394	20,759	20,760	272,070
Operations and Housekeeping	8,494	32,250	16,696	22,727	40,015	208,540	94,678	169,502	149,626	187,796	11,900	11,900	954,124
Depreciation	-	-	-	-	-	1,570	392	(1,962)	-	-	-	-	-
Interest	112,381	117,226	73,838	8,530	333,459	13,191	167,667	19,548	19,548	19,548	19,548	19,548	924,033
Total Expenses:	826,727	1,126,064	1,254,039	1,407,318	1,831,206	1,290,285	1,641,522	1,525,915	1,717,916	1,687,557	1,526,660	2,465,847	18,301,057
Surplus/Deficit	717,716	418,379	290,403	137,125	(286,764)	254,158	(97,080)	18,527	(173,474)	(143,114)	17,783	(921,405)	232,254
Cumulative Fund Balance	717,716	1,136,095	1,426,498	1,563,623	1,276,859	1,531,017	1,433,937	1,452,464	1,278,990	1,135,876	1,153,659	232,254	
Beginning Fund Balance	272,936	990,652	1,409,031	1,699,434	1,836,559	1,549,795	1,803,953	1,706,873	1,725,400	1,551,926	1,408,812	1,426,595	
Ending Fund Balance	990,652	1,409,031	1,699,434	1,836,559	1,549,795	1,803,953	1,706,873	1,725,400	1,551,926	1,408,812	1,426,595	505,190	

Inspire Charter School - Central

Monthly Cash Flow/Forecast FY18-19

Revised 05/09/19

ADA = 1871.76



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid
8012	Education Protection Account
8019	State Aid - Prior Year
8096	In Lieu of Property Taxes

Federal Revenue

8181	Special Education - Entitlement
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Other State Revenue

8311	State Special Education
8550	Mandated Cost
8560	State Lottery
8599	Other State Revenue

Other Local Revenue

8660	Interest Revenue
8699	School Fundraising

Total Revenue

Expenses

Certificated Salaries

1100	Teachers' Salaries
1170	Teachers' Substitute Hours
1175	Teachers' Extra Duty/Stipends
1200	Pupil Support Salaries
1300	Administrators' Salaries

Classified Salaries

2100	Instructional Salaries
2200	Support Salaries

Benefits

3101	STRS
3301	OASDI
3311	Medicare
3401	Health and Welfare
3501	State Unemployment
3601	Workers' Compensation
3901	Other Benefits

Books and Supplies

4100	Textbooks and Core Materials
4200	Books and Reference Materials
4302	School Supplies
4303	Special Activities/Field Trips
4304	Uniforms
4305	Software
4400	Noncapitalized Equipment

Subagreement Services

5102	Special Education
5106	Other Educational Consultants

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.)
														ADA = 1800.00	
													15,749,332	14,904,398	844,933
													374,352	360,000	14,352
													-	-	-
													497,476	528,282	(30,806)
													16,621,160	15,792,681	828,480
													233,970	225,000	8,970
													233,970	225,000	8,970
													962,085	925,200	36,885
													219,030	444,561	(225,531)
													363,121	349,200	13,921
													86,231	-	86,231
													1,630,467	1,718,961	(88,494)
													47,461	-	47,461
													253	-	253
													47,714	-	47,714
													18,533,310.67	17,736,642	796,669
													3,839,256	4,141,528	302,272
													1,000	-	(1,000)
													1,090,548	754,838	(335,710)
													23,708	12,891	(10,817)
													393,993	187,000	(206,993)
													5,348,506	5,096,257	(252,249)
													49,917	271,371	221,453
													1,745	-	(1,745)
													51,662	271,371	219,708
													-		
													817,797	829,671	11,874
													3,251	16,825	13,574
													76,100	77,831	1,730
													455,060	619,032	163,971
													32,781	43,299	10,519
													71,624	75,147	3,523
													13,899	-	(13,899)
													1,470,511	1,661,804	191,293
													-		
													16,245	107,512	91,266
													119,206	548,815	429,608
													1,419,255	1,159,855	(259,401)
													627,941	358,587	(269,354)
													36,888	-	(36,888)
													501,069	630,000	128,931
													270,715	360,349	89,634
													2,991,320	3,165,117	173,798
													-		
													863,253	776,697	(86,556)
													4,057,031	3,435,023	(622,008)
													4,920,284	4,211,720	(708,563)

Inspire Charter School - Central

Monthly Cash Flow/Forecast FY18-19

Revised 05/09/19



ADA = 1871.76

Professional/Consulting Services

5801	IT	356	-	-	-	-	-	-	-	-	-	-	-	356	-	(356)
5802	Audit & Taxes	-	-	-	2,300	-	-	-	4,250	-	-	-	600	7,150	5,450	(1,700)
5803	Legal	-	979	-	723	-	-	-	44,917	-	-	-	-	47,827	-	(47,827)
5804	Professional Development	-	15,000	17,832	22,500	-	-	-	-	-	-	1,540	1,540	98,912	9,300	(89,612)
5805	General Consulting	4,975	4,000	4,000	-	7,231	-	-	39,167	750	-	2,700	2,700	66,273	21,900	(44,373)
5810	Payroll Service Fee	-	-	-	-	-	-	-	728	-	-	-	-	728	12,100	11,372
5811	Management Fee	2,254	17,348	19,725	32,814	30,912	30,878	36,201	39,969	82,162	90,260	83,364	87,056	648,666	620,782	(27,883)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	-	66,638	66,638	498,635	473,780	(24,854)
		7,585	37,327	41,557	58,337	38,143	73,336	36,201	129,031	82,912	90,260	154,243	158,535	1,368,547	1,143,313	(225,234)

Facilities, Repairs and Other Leases

5601	Rent	11,765	11,765	17,965	18,265	17,965	17,965	18,565	17,965	17,965	31,394	18,201	18,202	217,977	-	(217,977)
5602	Additional Rent	5,110	5,110	8,100	10,219	5,110	-	5,110	5,110	5,110	-	2,558	2,558	54,093	-	(54,093)
		16,874	16,874	26,064	28,484	23,074	17,965	23,674	23,074	23,074	31,394	20,759	20,760	272,070	1,300	(270,770)

Operations and Housekeeping

5201	Auto and Travel	1,142	10,355	2,379	(2,600)	2,687	578	855	1,143	5,533	2,055	2,708	2,708	29,541	16,000	(13,541)
5203	Business Meals	-	-	-	-	-	-	-	-	-	-	125	125	250	1,400	1,150
5300	Dues & Memberships	1,152	-	-	-	-	-	444	-	-	-	50	50	1,696	600	(1,096)
5400	Insurance	3,401	3,401	4,080	4,080	3,934	4,623	5,397	10,174	(1,688)	3,906	2,342	2,342	45,992	28,100	(17,892)
5502	Janitorial/Trash Removal	500	-	-	-	-	-	-	-	-	-	-	-	500	6,000	5,500
5510	Office Expense	788	3,757	2,170	2,046	2,427	1,463	654	2,749	1,179	7,796	2,233	2,233	29,495	25,800	(3,695)
5511	Postage and Shipping	25	533	512	1,376	112	-	30	53	281	51	692	692	4,357	8,100	3,743
5512	Printing	-	-	18	195	437	-	-	-	-	-	133	133	917	1,500	583
5513	Other taxes and fees	255	8,832	1,614	360	1,093	506	755	385	385	29,681	1,733	1,733	47,333	19,400	(27,933)
5514	Bank Charges	-	134	292	204	15	-	(62)	-	-	-	383	383	1,350	3,800	2,450
5515	Public Relations/Recruitment	-	-	-	-	-	7,500	-	1,603	250	-	1,083	1,083	11,520	12,400	880
5516	Miscellaneous Expense	162	5,238	5,381	16,815	29,311	193,870	86,604	153,396	143,687	144,307	-	-	778,771	221,708	(557,063)
5900	Communications	1,069	-	250	250	-	-	-	-	-	-	417	417	2,403	4,700	2,297
		8,494	32,250	16,696	22,727	40,015	208,540	94,678	169,502	149,626	187,796	11,900	11,900	954,124	349,508	(604,616)

Depreciation

6900	Depreciation Expense	-	-	-	-	-	1,570	392	(1,962)	-	-	-	-	-	-	-
		-	-	-	-	-	1,570	392	(1,962)	-	-	-	-	-	-	-

Interest

7438	Interest Expense	112,381	117,226	73,838	8,530	333,459	13,191	167,667	19,548	19,548	19,548	19,548	19,548	924,033	849,734	(74,299)
		112,381	117,226	73,838	8,530	333,459	13,191	167,667	19,548	19,548	19,548	19,548	19,548	924,033	849,734	(74,299)

Total Expenses

		826,727	1,126,064	1,254,039	1,407,318	1,831,206	1,290,285	1,641,522	1,525,915	1,717,916	1,687,557	1,526,660	2,004,766	461,081	18,301,056.62	16,750,124	(1,550,932)
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Monthly Surplus (Deficit)

		(762,332)	(630,420)	(690,473)	(469,774)	(948,005)	(408,049)	(607,221)	(383,946)	629,556	891,307	855,179	482,555	2,273,876	232,254	986,517	(754,263)
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Cash Flow Adjustments

		(762,332)	(630,420)	(690,473)	(469,774)	(948,005)	(408,049)	(607,221)	(383,946)	629,556	891,307	855,179	482,555	2,273,876	232,254		1%
Monthly Surplus (Deficit)		(762,332)	(630,420)	(690,473)	(469,774)	(948,005)	(408,049)	(607,221)	(383,946)	629,556	891,307	855,179	482,555	2,273,876	232,254		
Cash flows from operating activities																	
Depreciation/Amortization		-	-	-	-	-	1,570	392	(1,962)	-	-	-	-	-	-	-	-
Public Funding Receivables		1,676,603	57,669	83,569	(5,120)	39,890	236	(26,750)	60,502	27,580	(22,353)	-	-	(2,734,957)	(843,131)		
Grants and Contributions Rec.		830,300	(2,438)	(460,742)	448,509	-	-	-	(31,000)	(250,000)	-	-	-	-	534,629		
Due To/From Related Parties		(821,764)	(330,739)	144,592	1,643,011	(1,788,389)	(638,159)	(162,634)	519,637	(639,190)	(2,340,850)	650,000	1,750,000	-	(2,014,485)		
Prepaid Expenses		633	(9,256)	(23,875)	16,765	16,012	2,779	(46,044)	4,390	1,424	45,938	-	-	-	8,766		
Other Assets		-	-	-	-	-	-	-	-	-	(14,480)	-	-	-	(14,480)		
Accounts Payable		(25,016)	229,984	(124,185)	57,912	(90,257)	79,546	(77,217)	(93,954)	(11,995)	110,566	-	-	461,081	516,464		
Accrued Expenses		115,794	275,989	69,352	(1,488,473)	1,220,648	290,170	(14,414)	(234,671)	103,469	(70,957)	19,458	19,548	-	305,913		
Other Liabilities		(830,300)	-	-	-	149,936	(48,170)	(48,170)	(53,596)	-	-	-	-	-	(830,300)		
Cash flows from investing activities																	
Purchases of Prop. And Equip.		-	-	-	-	(37,673)	-	-	37,673	-	-	-	-	-	-		
Notes Receivable		-	-	-	-	-	-	-	-	-	269,548	-	-	-	269,548		
Cash flows from financing activities																	
Proceeds from Factoring		1,566,300	1,453,000	775,000	137,600	3,630,000	146,300	1,935,500	-	250,000	-	-	-	-	9,893,700		
Payments on Factoring		(55,200)	(1,646,600)	(173,191)	(1,501,209)	(705,000)	-	(874,200)	(1,570,300)	(1,815,000)	-	(1,935,500)	-	-	(10,276,200)		
Proceeds(Payments) on Debt		-	-	-	-	-	-	-	3,903,303	19,548	-	250,000	(2,140,000)	-	2,032,851		

Total Change in Cash		1,695,018	(602,811)	(399,954)	(1,160,778)	1,487,162	(573,777)	79,243	2,156,076	(1,684,608)	(1,131,281)	(160,863)	112,103				
Cash, Beginning of Month		325,012.65	2,020,031	1,417,220	1,017,266	(143,512)	1,343,649	769,873	849,116	3,005,192	1,320,584	189,302	28,440				
Cash, End of Month		2,020,031	1,417,220	1,017,266	(143,512)	1,343,649	769,873	849,116	3,005,192	1,320,584	189,302	28,440	140,543				

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

Projected ADA of 2104.25	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
State Aid - Revenue Limit	1,608,148	1,608,148	1,608,148	1,608,148	1,608,148	1,608,148	1,608,148	1,608,148	1,608,148	1,608,148	1,608,148	1,608,148	19,297,773
Federal Revenue	18,523	18,523	18,523	18,523	18,523	18,523	18,523	18,523	18,523	18,523	18,523	18,523	222,272
Other State Revenue	129,779	129,779	129,779	129,779	129,779	129,779	129,779	129,779	129,779	129,779	129,779	129,779	1,557,346
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue:	1,756,449	1,756,449	1,756,449	1,756,449	1,756,449	1,756,449	1,756,449	1,756,449	1,756,449	1,756,449	1,756,449	1,756,449	21,077,391
	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	
Certificated Salaries	561,438	561,438	561,438	561,438	561,438	561,438	561,438	561,438	561,438	561,438	561,438	561,438	6,737,255
Classified Salaries	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	61,000
Benefits	154,338	154,338	154,338	154,338	154,338	154,338	164,138	161,688	156,788	154,338	154,338	154,338	1,871,654
Books and Supplies	134,598	174,170	204,096	290,748	288,664	157,830	232,056	207,726	235,686	251,362	241,562	360,527	2,779,024
Subagreement Services	166,285	315,071	367,026	544,257	547,494	427,040	519,605	485,472	590,595	594,460	570,703	993,174	6,121,183
Professional/Consulting Services	49,447	119,081	136,347	207,907	208,830	177,609	198,042	189,782	235,647	232,573	225,591	410,416	2,391,273
Facilities, Repairs and Other Leases	24,492	24,492	24,492	24,492	24,492	24,492	24,492	24,492	24,492	24,492	24,492	24,492	293,907
Operations and Housekeeping	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	95,204
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	84,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	271,400
Total Expenses:	1,188,566	1,378,557	1,477,704	1,813,147	1,815,222	1,532,715	1,729,738	1,660,565	1,834,612	1,848,630	1,808,091	2,534,352	20,621,901
Surplus/Deficit	567,884	377,892	278,745	(56,698)	(58,773)	223,735	26,711	95,884	(78,163)	(92,181)	(51,642)	(777,903)	455,490
Cumulative Fund Balance	567,884	945,775	1,224,520	1,167,822	1,109,049	1,332,784	1,359,495	1,455,379	1,377,216	1,285,035	1,233,393	455,490	
Beginning Fund Balance	571,691	1,139,575	1,517,466	1,796,211	1,739,513	1,680,740	1,904,475	1,931,186	2,027,070	1,948,907	1,856,726	1,805,084	
Ending Fund Balance	1,139,575	1,517,466	1,796,211	1,739,513	1,680,740	1,904,475	1,931,186	2,027,070	1,948,907	1,856,726	1,805,084	1,027,181	

Inspire Charter School - Central

Monthly Cash Flow/Budget FY19-20

Revised 5/16/19

ADA = 2104.25



	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	-	815,233	815,233	1,467,419	1,467,419	1,467,419	1,467,419	1,467,419	1,870,019	1,870,019	1,870,019	1,870,019	1,870,019	18,317,656
8012 Education Protection Account	-	-	93,588	-	-	93,588	-	-	128,462	-	-	-	105,213	420,850
8096 In Lieu of Property Taxes	29,849	59,697	39,798	39,798	39,798	39,798	39,798	90,244	45,122	45,122	45,122	45,122	-	559,268
	29,849	874,930	948,619	1,507,217	1,507,217	1,600,805	1,507,217	1,557,663	2,043,602	1,915,141	1,915,141	1,915,141	1,975,232	19,297,773
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	111,136	-	-	55,568	55,568	222,272
	-	-	-	-	-	-	-	-	111,136	-	-	55,568	55,568	222,272
Other State Revenue														
8311 State Special Education	48,455	48,455	87,219	87,219	87,219	87,219	87,219	111,294	111,294	111,294	111,294	111,294	-	1,089,475
8550 Mandated Cost	-	-	-	-	-	38,604	-	-	-	-	-	-	-	38,604
8560 State Lottery	-	-	-	-	-	-	95,460	-	-	95,460	-	-	238,347	429,267
	48,455	48,455	87,219	87,219	87,219	125,823	182,679	111,294	111,294	206,753	111,294	111,294	238,347	1,557,346
Total Revenue	78,304	923,385	1,035,838	1,594,436	1,594,436	1,726,628	1,689,896	1,668,956	2,266,032	2,121,894	2,026,435	2,082,003	2,269,147	21,077,391
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	437,313	437,313	437,313	437,313	437,313	437,313	437,313	437,313	437,313	437,313	437,313	437,313	-	5,247,750
1175 Teachers' Extra Duty/Stipends	96,209	96,209	96,209	96,209	96,209	96,209	96,209	96,209	96,209	96,209	96,209	96,209	-	1,154,505
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
	561,438	561,438	561,438	561,438	561,438	561,438	561,438	561,438	561,438	561,438	561,438	561,438	-	6,737,255
Classified Salaries														
2100 Instructional Salaries	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	-	61,000
	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	-	61,000
Benefits														
3101 STRS	93,760	93,760	93,760	93,760	93,760	93,760	93,760	93,760	93,760	93,760	93,760	93,760	-	1,125,122
3301 OASDI	315	315	315	315	315	315	315	315	315	315	315	315	-	3,782
3311 Medicare	8,215	8,215	8,215	8,215	8,215	8,215	8,215	8,215	8,215	8,215	8,215	8,215	-	98,575
3401 Health and Welfare	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	-	500,000
3501 State Unemployment	2,450	2,450	2,450	2,450	2,450	2,450	12,250	9,800	4,900	2,450	2,450	2,450	-	49,000
3601 Workers' Compensation	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	-	95,176
	154,338	154,338	154,338	154,338	154,338	154,338	164,138	161,688	156,788	154,338	154,338	154,338	-	1,871,654
Books and Supplies														
4100 Textbooks and Core Materials	4,566	4,566	4,566	4,566	-	-	-	-	-	-	-	-	-	18,263
4200 Books and Reference Materials	26,803	26,803	26,803	26,803	26,803	-	-	-	-	-	-	-	-	134,013
4302 School Supplies	50,102	83,335	108,467	181,238	183,322	95,956	158,291	137,859	161,340	174,505	166,275	266,183	-	1,766,871
4305 Software	41,294	41,294	41,294	41,294	41,294	41,294	41,294	41,294	41,294	41,294	41,294	41,294	-	495,530
4310 Office Expense	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	2,242	-	26,905
4311 Business Meals	35	35	35	35	35	35	35	35	35	35	35	35	-	422
4400 Noncapitalized Equipment	9,557	15,896	20,689	34,570	34,968	18,303	30,193	26,296	30,775	33,286	31,716	50,773	-	337,021
	134,598	174,170	204,096	290,748	288,664	157,830	232,056	207,726	235,686	251,362	241,562	360,527	-	2,779,024
Subagreement Services														
5102 Special Education	79,486	79,486	79,486	79,486	79,486	79,486	79,486	79,486	79,486	79,486	79,486	79,486	-	953,834
5106 Other Educational Consultants	77,794	129,395	168,418	281,411	284,647	148,992	245,781	214,056	250,515	270,956	258,177	413,306	-	2,743,449
5107 Instructional Services	9,005	106,189	119,121	183,360	183,360	198,562	194,338	191,930	260,594	244,018	233,040	239,430	260,952	2,423,900
	166,285	315,071	367,026	544,257	547,494	427,040	519,605	485,472	590,595	594,460	570,703	732,222	260,952	6,121,183

Inspire Charter School - Central

Monthly Cash Flow/Budget FY19-20

Revised 5/16/19

ADA = 2104.25



	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	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	2,829	-	33,946
5300 Dues & Memberships	164	164	164	164	164	164	164	164	164	164	164	164	-	1,963
5400 Insurance	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	-	49,946
5502 Janitorial Services	47	47	47	47	47	47	47	47	47	47	47	47	-	562
5900 Communications	264	264	264	264	264	264	264	264	264	264	264	264	-	3,169
5901 Postage and Shipping	468	468	468	468	468	468	468	468	468	468	468	468	-	5,619
	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	7,934	-	95,204
Facilities, Repairs and Other Leases														
5601 Rent	19,185	19,185	19,185	19,185	19,185	19,185	19,185	19,185	19,185	19,185	19,185	19,185	-	230,220
5602 Additional Rent	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	5,307	-	63,688
	24,492	24,492	24,492	24,492	24,492	24,492	24,492	24,492	24,492	24,492	24,492	24,492	-	293,907
Professional/Consulting Services														
5801 IT	33	33	33	33	33	33	33	33	33	33	33	33	-	401
5802 Audit & Taxes	-	-	-	3,054	3,054	3,054	-	-	-	-	-	-	-	9,162
5803 Legal	4,481	4,481	4,481	4,481	4,481	4,481	4,481	4,481	4,481	4,481	4,481	4,481	-	53,768
5804 Professional Development	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	9,411	-	112,929
5805 General Consulting	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	6,462	-	77,540
5806 Special Activities/Field Trips	22,167	36,871	47,991	80,188	81,110	42,455	70,035	60,995	71,384	77,209	73,567	117,771	-	781,741
5807 Bank Charges	162	162	162	162	162	162	162	162	162	162	162	162	-	1,949
5808 Printing	98	98	98	98	98	98	98	98	98	98	98	98	-	1,180
5809 Other taxes and fees	1,816	1,816	1,816	1,816	1,816	1,816	1,816	1,816	1,816	1,816	1,816	1,816	-	21,793
5811 Management Fee	2,741	32,318	36,254	55,805	55,805	60,432	59,146	58,413	79,311	74,266	70,925	72,870	79,420	737,709
5812 District Oversight Fee	895	26,248	28,459	45,217	45,217	48,024	45,217	46,730	61,308	57,454	57,454	57,454	59,257	578,933
5815 Public Relations/Recruitment	1,181	1,181	1,181	1,181	1,181	1,181	1,181	1,181	1,181	1,181	1,181	1,181	-	14,168
	49,447	119,081	136,347	207,907	208,830	177,609	198,042	189,782	235,647	232,573	225,591	271,739	138,677	2,391,273
Interest														
7438 Interest Expense	84,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	-	271,400
	84,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	16,950	-	271,400
Total Expenses														
	1,188,566	1,378,557	1,477,704	1,813,147	1,815,222	1,532,715	1,729,738	1,660,565	1,834,612	1,848,630	1,808,091	2,134,723	399,629	20,621,901
Monthly Surplus (Deficit)														
	(1,110,262)	(455,172)	(441,866)	(218,711)	(220,786)	193,913	(39,842)	8,391	431,420	273,264	218,344	(52,721)	1,869,518	455,490
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(1,110,262)	(455,172)	(441,866)	(218,711)	(220,786)	193,913	(39,842)	8,391	431,420	273,264	218,344	(52,721)	1,869,518	455,490
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	2,411,027	-	-	222,654	-	-	-	-	-	-	-	-	(2,269,147)	364,534
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	2,000,000	-	2,000,000
Accounts Payable	(385,705)	-	-	-	-	-	-	-	-	-	-	-	399,629	13,924
Cash flows from financing activities														
Proceeds from Debt	4,068,000	-	-	-	-	-	-	-	-	-	-	-	-	4,068,000
Payments on Debt	(1,743,755)	-	(20,833)	(20,833)	(20,833)	(20,833)	(20,833)	-	(20,833)	-	(1,356,000)	(1,356,000)	-	(4,580,755)
Total Change in Cash														
	3,239,305	(455,172)	(462,699)	(16,890)	(241,619)	173,080	(60,675)	8,391	410,586	273,264	(1,137,656)	591,279		
Cash, Beginning of Month														
	(1,063,143)	2,176,162	1,720,990	1,258,290	1,241,400	999,781	1,172,861	1,112,186	1,120,577	1,531,163	1,804,427	666,770		
Cash, End of Month														
	2,176,162	1,720,990	1,258,290	1,241,400	999,781	1,172,861	1,112,186	1,120,577	1,531,163	1,804,427	666,770	1,258,050		

INSPIRE CHARTER SCHOOL - CENTRAL
BOARD RESOLUTION – 2019 - 1

I. Adoption of Inspire Charter School - Central's Principal's Annual Salary

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

NOWHEREFORE BE IT RESOLVED, that the Board of Directors approve the annual salary for the Inspire Charter School - Central Principal in the amount of \$50,000. This amount constitutes 33.33% of the Principal's total compensation which is \$150,000 as they are the Principal of three schools.

II. Adoption of Inspire Charter School - Central's Principal's Supplemental Benefits

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

NOWHEREFORE 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 Inspire Charter School - Central 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 Inspire Charter School - Central 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
Inspire Charter School - Central

**EDUCATION AND SUPPORT SERVICES AGREEMENT
BETWEEN INSPIRE DISTRICT OFFICE
AND INSPIRE CHARTER SCHOOL – CENTRAL**

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 Inspire Charter School – Central, 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 Westside Elementary School District (“**District**”) to operate a California charter school for a term of five (5) years, from July 1, 2016 through June 30, 2021, pursuant to a petition granted by District dated August 23, 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 (10th) 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 **Revenues**, 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-Transferable 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 such as 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: ljarocki@hotmail.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

By: _____
Name: Dr. Jayne Gray
Its: Board President
Date: _____, 2019

Inspire Charter School – Central, a California
nonprofit public benefit corporation and charter
school

By: _____
Name: Lawrence Jarocki
Its: Board President
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 LinkedIn 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

INSPIRE CHARTER SCHOOL -- CENTRAL
RESOLUTIONS OF THE BOARD OF DIRECTORS
(Revenue Notes Series 2019B and 2019C)

WHEREAS, (a) Inspire Charter School – Kern (“INSPK”) is a California nonprofit public benefit corporation organized for charitable purposes that operates a charter school known by that same name, (b) Inspire Charter School – Central (“INSPC” or the “Corporation”) is a California nonprofit public benefit corporation organized for charitable purposes that, commencing July 1, 2019, will operate a charter school known by that same name, (c) Pacific Coast Academy (“INSPLL”) is a California nonprofit public benefit corporation organized for charitable purposes that operates a charter school known by that same name that was formerly known as Learning Latitudes Charter School, and (d) Heartland Charter School (“INSPH” and, collectively with INSPK, INSPC, and INSPLL, the “Borrowers”) is a California nonprofit public benefit corporation organized for charitable purposes that operates a charter school known by that same name;

WHEREAS, each of INSPK, INSPC, INSPLL, and INSPH (each, a “School” and, collectively, the “Schools”) provides or will provide educational services to students in advance of receiving payment for such services from the State of California, as a result of which the School may require working capital financing;

WHEREAS, the Borrowers propose that the Borrowers will borrow an aggregate amount not to exceed \$50,000,000 from the proceeds of the issuance of taxable or tax-exempt California School Finance Authority Revenue Notes (Inspire Charter Schools) in one or more series (the “Notes”) by the California School Finance Authority (the “Authority”) pursuant to the terms of (a) an Indenture between the Authority and Wilmington Trust, National Association, as trustee (the “Trustee”), and (b) a Loan Agreement (the “Loan Agreement”) among the Authority and the Borrowers;

WHEREAS, the Borrowers propose to use the proceeds of the borrowing under the Loan Agreement (a) to finance working capital for the Borrowers and (b) to pay certain expenses incurred in connection with the issuance of the Notes;

WHEREAS, the Borrowers propose that the obligations of the Borrowers under the Loan Agreement will be secured by each Borrower’s pledge of all or portions of its gross revenues and supported by intercepts of portions of each School’s general purpose apportionment pursuant to Section 17199.4(a)(1) of the Education Code of the State of California (collectively, the “Intercept”);

WHEREAS, in connection with the foregoing, a Preliminary Limited Offering Memorandum (the “Preliminary Limited Offering Memorandum”), and a Limited Offering Memorandum (the “Limited Offering Memorandum”) will be prepared to furnish information with respect to the sale and delivery of the Notes, and the Borrowers will undertake pursuant to a

Continuing Disclosure Agreement (the “Continuing Disclosure Agreement”) to provide annual reports and notices of certain events relating to the Notes;

WHEREAS, Piper Jaffray & Co. (the “Underwriter”) proposes to underwrite the Notes pursuant to a note purchase agreement (the “Note Purchase Agreement”), by and among the Underwriter, the Honorable Fiona Ma, Treasurer of the State of California, as agent for sale, the Authority, and the Borrowers;

WHEREAS, the Board of Directors of the Corporation (the “Board”) finds that the terms of the foregoing transactions (collectively, the “Transactions”), are fair and reasonable as to the Corporation, under the circumstances, are in the best interests of the Corporation, and in furtherance of the charitable purposes of the Corporation; and

WHEREAS, the Board desires that the Borrowers take all actions necessary or advisable to facilitate the Transactions;

NOW, THEREFORE, BE IT RESOLVED, that the Board approves, confirms, and ratifies the election or appointment of the following individuals to the offices of the Corporation set forth after their names:

Lawrence Jarocki
Debbie De Alba
Trina Short

Chief Executive Officer
Secretary
Chief Financial Officer

RESOLVED FURTHER, that the Board approves the Transactions and authorizes the execution, delivery and performance by the Corporation of the documents and agreements listed on Schedule 1 attached hereto (collectively, the “Primary Transaction Documents”), and all such other documents, instruments and agreements as may be necessary or advisable to facilitate the Transactions (collectively, the “Transaction Documents”);

RESOLVED FURTHER, that the Board appoints the officers of the Corporation, and each of them individually (each, an “Authorized Signatory”), as authorized signatories of the Corporation for purposes of executing the Transaction Documents on behalf of the Corporation;

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Corporation, to execute, deliver, approve, and, as appropriate, declare final the Transaction Documents, in such forms as may have been presented to the Board for approval or with such amendments or modifications thereto as an Authorized Signatory may approve as necessary or advisable, and all such other note purchase agreements, indentures, loan agreements, promissory notes, security agreements, account control agreements, tax certificates, tax and regulatory compliance agreements, offering memoranda, disclosure agreements, assignments, indemnification agreements, guaranties, subordination agreements, letters of representation, notices, certificates, and other documents, agreements, or instruments or amendments to any of the foregoing, as an Authorized Signatory may approve as necessary or advisable to facilitate the Transactions, each with such additions, deletions or changes therein as the Authorized Signatory executing the same shall approve (the execution and delivery thereof by any such Authorized Signatory to be

conclusive evidence of his or her approval of any such document, agreement, instrument, amendment, addition, deletion or change);

RESOLVED FURTHER, that, pursuant to Section 17199.4(a)(1) of the Education Code of the State of California, the Board elects to participate in the Intercept to secure payment of the principal of and interest on the Notes in amounts not exceeding the amounts due under the Loan Agreement, and the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Corporation, to provide notice (the “Intercept Notice”) to the State Controller of the State of California or other applicable state agency of the State of California of such election of the Board;

RESOLVED FURTHER, that the Corporation ratifies and confirms the acts of its officers, agents or employees taken on behalf of the Corporation in connection with the Transactions;

RESOLVED FURTHER, that by the adoption of these resolutions, the Board reconfirms, ratifies and adopts all prior actions of the Board which may have previously been taken in connection with the Transactions;

RESOLVED FURTHER, that all prior resolutions of the Board or any parts thereof in conflict with any or all of the foregoing resolutions are repealed to the extent of such conflict;

RESOLVED FURTHER, that these resolutions shall take effect and be in full force immediately after their adoption by the Board; and

RESOLVED FURTHER, that the Authorized Signatories, and each of them individually, are authorized and directed, for and in the name and on behalf of the Corporation, to approve, execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved, and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of Inspire Charter School – Central (the “Corporation”), a California nonprofit public benefit corporation, and that the foregoing is a true and correct copy of Resolutions that were duly adopted on June 8, 2019, by the majority vote of the directors of the Corporation then in office at a meeting of the board of directors of the Corporation duly held on such date in compliance with the bylaws of the Corporation, in compliance with the notice, agenda, and open meeting requirements of the Ralph M. Brown Act, and while a quorum was present.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation this 8th day of June 2019.

Debbie De Alba, Secretary

Schedule 1
Transaction Documents

1. Note Purchase Agreement.
2. Indenture.
3. Loan Agreement.
4. Continuing Disclosure Agreement.
5. Tax Certificate and Agreement.
6. Intercept Notices.
7. Preliminary Limited Offering Memorandum.
8. Limited Offering Memorandum.

INSPIRE CHARTER SCHOOL – CENTRAL
BOARD RESOLUTION – 2019 – 3

I. Adoption of Name Change for Inspire Charter School – Central

WHEREAS, Inspire Charter School – Central is committed to providing a personalized education that is unique to the historical region of the location of the school.

NOWTHEREFORE BE IT RESOLVED, that the Board of Directors approve the name change of Inspire Charter School – Central to Yosemite Valley Charter School and to authorize the updating of all corporation documents to reflect the new name.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Inspire Charter School – Central 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 Inspire Charter School – Central 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
Inspire Charter School – Central

INSPIRE CHARTER SCHOOL – CENTRAL
BOARD RESOLUTION – 2019 – 2

I. Adoption of Inspire Charter School – Central Employee Higher Education Scholarship

WHEREAS, Inspire Charter School – Central 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 Inspire Charter School – Central 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 Inspire Charter School – Central 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 Inspire Charter School – Central 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
Inspire Charter School – Central

INSPIRE CHARTER SCHOOL – CENTRAL
BOARD RESOLUTION – 2019 – 4

I. Adoption of Inspire Charter School – Central Approving the Graduation of General Studies Students

WHEREAS, Inspire Charter School – Central is committed to supporting all students and providing them with the appropriate opportunities and support to graduate on time.

WHEREAS, The General Studies requirements meet the minimum graduation requirements for the State of California and waives the elective credits.

NOWTHEREFORE BE IT RESOLVED, Inspire Charter School – Central grants students that have met the General Studies requirements their high school diploma at the conclusion of the 2018-2019 school year.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Inspire Charter School – Central 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 Inspire Charter School – Central 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
Inspire Charter School – Central