



INSPIRE CHARTER SCHOOLS
13915 Danielson Street #101, Poway, California 92064
Phone (619) 966-9528 * Fax (619) 345-0029

**Regular Board Meeting
Inspire Charter School – South
June 8, 2019 – 12:30 p.m. – 1:30 p.m.
13915 Danielson Street #101
Poway, CA 92064**

AGENDA

1. Call to Order
2. Public Comments
3. Appointment of New Board Members and Officer Appointment
4. Acceptance of Resignations
5. Approval of Board Meeting Minutes
6. Approval of 2019 – 2020 LCAP
7. Approval of July – April Financials
8. Approval of 2019 – 2020 Budgets
9. Approval of Board Resolution to Approve the Principals Salary and Supplemental Benefits
10. Approval of District Office Service Agreements
11. Approval of Board Resolution to Approve Employee Higher Education Scholarships
12. Approval of Board Resolution - Name Change of Charter School
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 SCHOOLS

13915 Danielson Street, Suite 200, Poway, California 92064
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Regular Board Meeting - Inspire Charter School – South
February 28, 2019 – 6:30 p.m. – 8:00 p.m.
43517 Ridge Park Dr. #100
Temecula, CA 92590

Attendance: Sarah Fitzpatrick, Jamie Mapstead-Searles – Teleconference

Absent: Jodi Erickson

Also Present: Dr. Nick Nichols, Kimmi Buzzard, Dr. Ed Robillard, Kevin Foti, Chris Williams, Erika Vanderspek, Shari Erlendson, Giovanna Arzaga, Bryanna Brossman, Amanda Panting,

Call to Order:

Sarah Fitzpatrick called the meeting to order at 6:33pm.

Public Comment:

None.

Approval of Minutes:

Jamie Mapstead-Searles motioned to approve the minutes. Sarah Fitzpatrick seconded.
-Unanimous.

Approval of July – January Financials:

Jamie Mapstead-Searles motioned to approve July – January Financials. Sarah Fitzpatrick seconded.
-Unanimous.

Approval of the Second Interim Report:

Sarah Fitzpatrick motioned to approve the Second Interim Report. Jamie Mapstead-Searles seconded.
-Unanimous.

Approval of the 2017-2018 Audit Report:

Jamie Mapstead-Searles motioned to approve the 2017 – 2018 Audit Report. Sarah Fitzpatrick seconded.
-Unanimous.

Approval of the Auditor Selection Forms:

Sarah Fitzpatrick motioned to approve the Auditor Selection Form. Jamie Mapstead-Searles seconded.
-Unanimous.

Approval of Low Performing Student Block Grant:

Sarah Fitzpatrick motioned to approve the Low Performing Student Block Grant. Jamie Mapstead-Searles seconded.
-Unanimous.

Presentation of CSI Funding Application:

The board was presenting the CSI Funding Application.



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Approval of the School Safety Plan:

Jamie Mapstead-Searles motioned to approve the School Safety Plan. Sarah Fitzpatrick seconded.
-Unanimous.

Approval of Revised Teacher Salary Schedule:

Jamie Mapstead-Searles motioned to approve the Revised Teacher Salary Schedule. Sarah Fitzpatrick seconded.
-Unanimous.

Discussion and Potential Action on Conflict of Interest Code:

Sarah Fitzpatrick motioned to approve the Potential Action on Conflict of Interest Code. Jamie Mapstead-Searles seconded.
-Unanimous.

Discussion and Potential Action on Revised Nonprofit Conflict of Interest Policy:

Sarah Fitzpatrick motioned to approve the Potential Action on Revised Nonprofit Conflict of Interest Policy. Jamie Mapstead-Searles seconded.
-Unanimous.

Discussion and Potential Action on Anti-Nepotism Policy:

Jamie Mapstead-Searles motioned to approve the Potential Action on Anti-Nepotism Policy. Sarah Fitzpatrick seconded.
-Unanimous.

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

Jamie Mapstead-Searles motioned to approve the Potential Action on Policy Regarding Inconsistent, Incompatible or Conflicting Employment, Activity or Enterprise by School Personnel. Sarah Fitzpatrick seconded.
-Unanimous.

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

Sarah Fitzpatrick motioned to approve the Potential Action on Policy Confirming Restriction on the Provision of Funds or Other Thing of Value to Students, Parents or Guardians. Jamie Mapstead-Searles seconded.
-Unanimous.

Adjournment:

Jamie Mapstead-Searles motioned to adjourn the meeting at 7:12pm. Sarah Fitzpatrick seconded.
-Unanimous.

Prepared By:
Bryanna Brossman



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Noted By:

Jodi Erickson
Board Secretary



INSPIRE CHARTER SCHOOLS

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Special Board Meeting - Inspire Charter School – South

May 24, 2019 – 6:30 p.m. – 8:00 p.m.

13915 Danielson Street, Suite 200

Poway, California 92064

Attendance: Jodi Erickson, Sarah Fitzpatrick and Jamie Mapstead-Searles – Teleconference

Absent: None

Also Present: Dr. Nick Nichols, Erika Vanderspek, Bryanna Brossman,

Call to Order:

Sarah Fitzpatrick called the meeting to order at 4:27 pm.

Public Comments:

None

Approval of Extra Duty Pay for the Senior Directors

Jamie Mapstead-Searles motioned to approve the extra duty pay for the following Senior Directors:

- Hollie Smith - \$25,000
- Amy Davis - \$25,000

Sarah Fitzpatrick seconded.

-Unanimous

Adjournment:

Jamie Mapstead-Searles motioned to adjourn the meeting at 4:29 pm. Jodi Erickson seconded.

-Unanimous

Prepared By:

Bryanna Brossman

Noted By:

Jamie Mapstead Searles

Board Secretary

LCFF Budget Overview for Parents

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

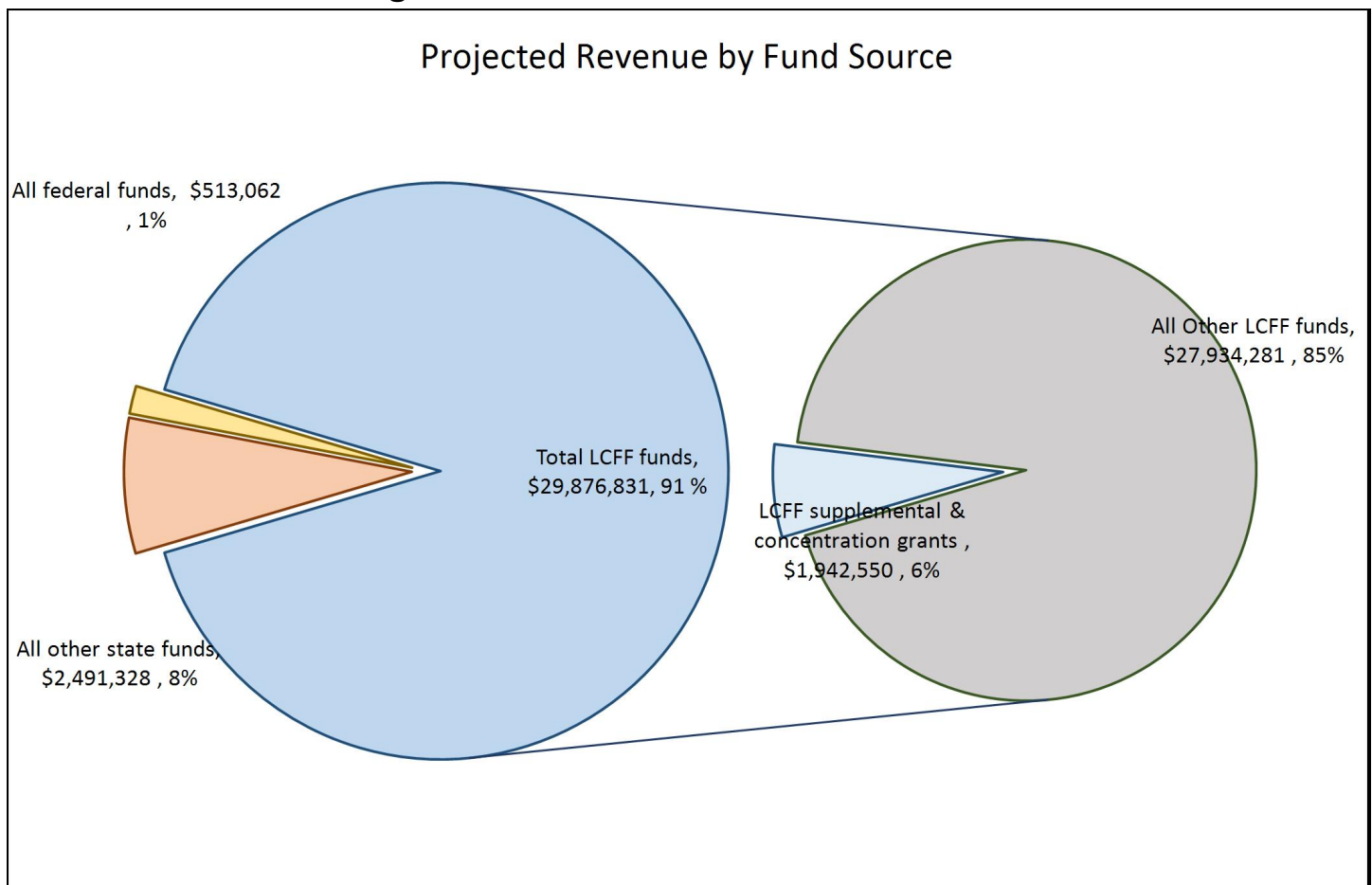
CDS Code: 37 68049 0132506

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

LEA contact information: Jennifer Lorge, 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

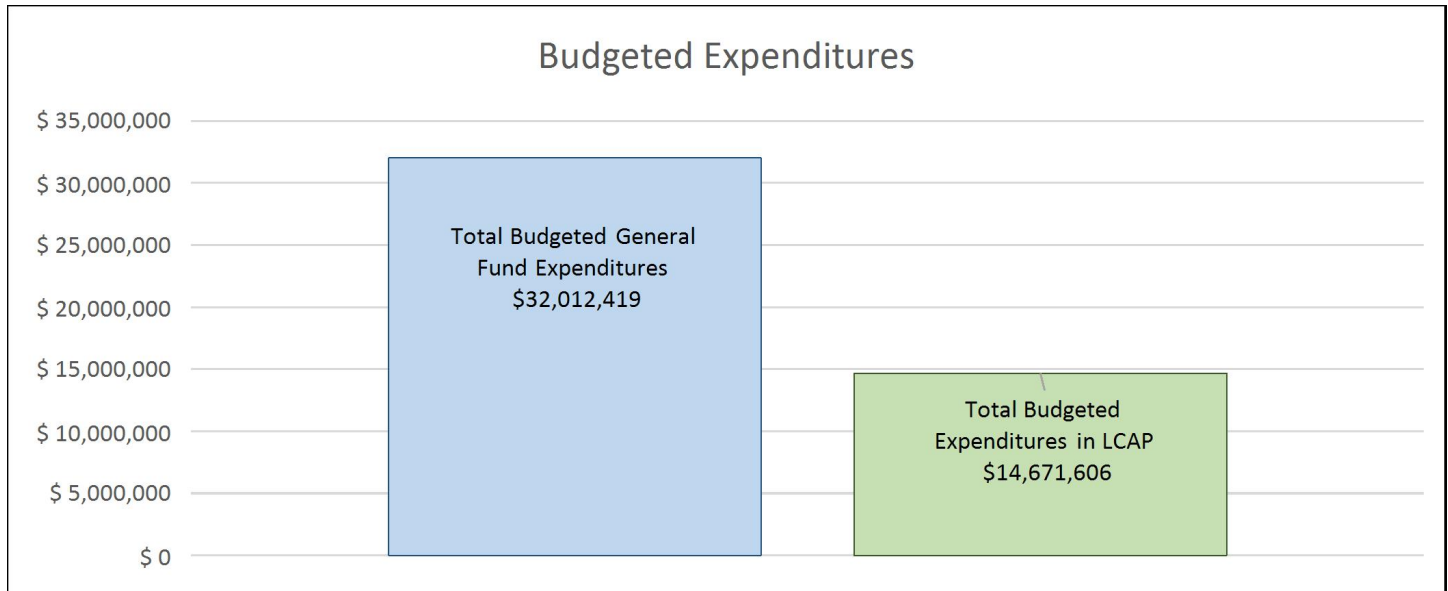


This chart shows the total general purpose revenue Inspire Charter School- South expects to receive in the coming year from all sources.

The total revenue projected for Inspire Charter School- South is \$32,881,221, of which \$29,876,831 is Local Control Funding Formula (LCFF), \$2,491,328 is other state funds, \$ is local funds, and \$513,062 is federal funds. Of the \$29,876,831 in LCFF Funds, \$1,942,550 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- South 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- South plans to spend \$32,012,419 for the 2019-20 school year. Of that amount, \$14,671,606 is tied to actions/services in the LCAP and \$17,340,813 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

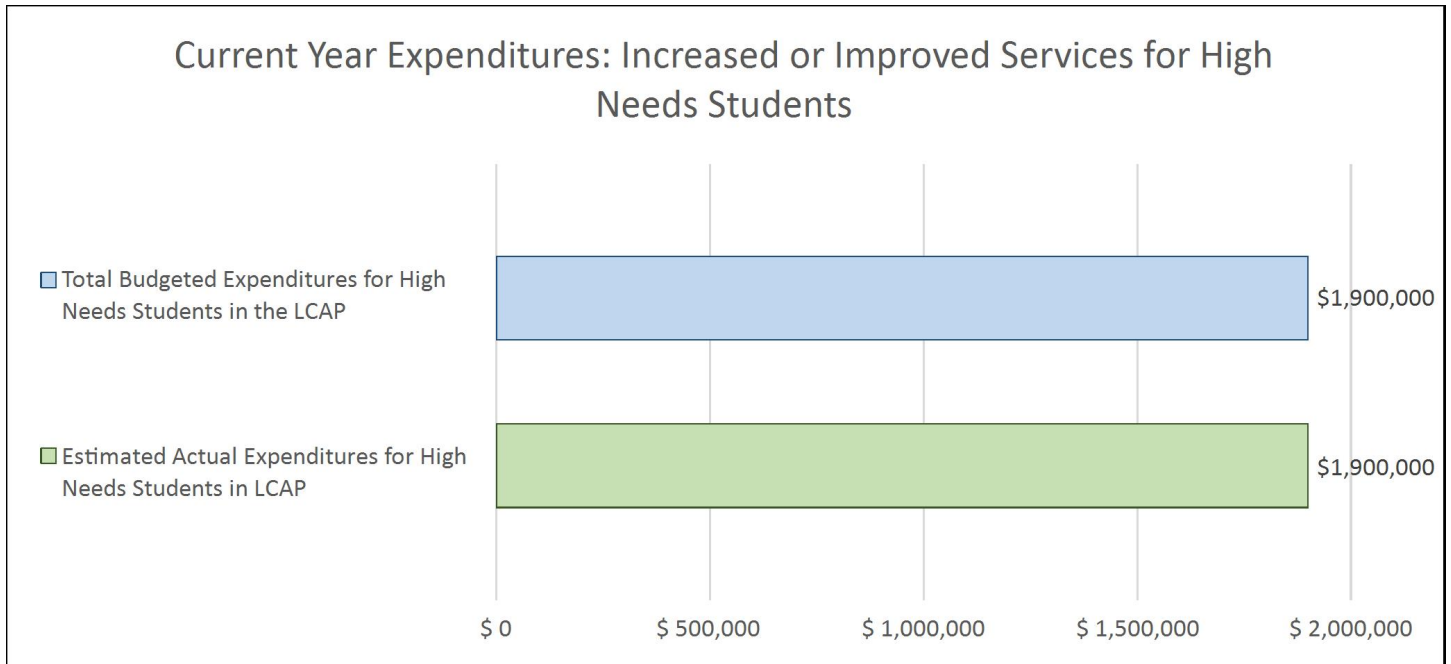
Classified salaries/benefits, administrator salaries/benefits, instructional materials, operations, professional services, and facility-related costs. The cost of our instructional materials is significant because we offer a variety of educational platforms including online courses, blended models of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

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

In 2019-20, Inspire Charter School- South is projecting it will receive \$1,942,550 based on the enrollment of foster youth, English learner, and low-income students. Inspire Charter School- South 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- South plans to spend \$1,942,550 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- South 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- South 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- South's LCAP budgeted \$1,900,000 for planned actions to increase or improve services for high needs students. Inspire Charter School- South estimates that it will actually spend \$1,900,000 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- South

Contact Name and Title

Jennifer Lorge
Senior Director

Email and Phone

jenniferl@inspireschools.org
619-404-3190

2017-20 Plan Summary

The Story

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

Inspire Charter School - South (ICSS) is a tuition-free public charter school offering personalized student learning in grades TK through 12 . ICSS offers 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

Since we opened in 2016, our student enrollment has increased from 1,050 to 3,080, 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 school wide benchmark assessment window after which teachers analyze results and create individualized student goals.

When reviewing the 2018 California Schools Dashboard results, our Graduation Rate Indicator score improved by nearly 40%. Further, our student performance in the English Arts Indicator score improved from "Yellow" to "Orange," a 6.1% improvement in the number of students who scored Below Standard. Additionally, we experienced an improvement in the percentage of student who scored at "Prepared" on the College Career Indicator.

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

Our Graduation Rate Indicator overall score is "Red," the same score for Hispanic, White, and SED (socio-economically disadvantaged) subgroups. Our College Career Indicator (CCI) overall score is "Red" as is the performance of the SED and Hispanic subgroups. The White subgroup scored at "Orange" on the CCI. We are addressing our needs through several initiatives including collaborating with local colleges to increase the number of Dual Enrollment and Career Technical Education (CTE) courses we offer to students. Further, we are reviewing our CTE course pathways and codes within our Student Information System to track student completion better CTE course sequences. We are also actively collaborating with San Diego State University to conduct a root cause analysis of our graduation rates and to plan actionable steps towards a unified, strategic approach to continuous improvement including timelines, staff responsibilities, and needed materials.



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

Performance Gaps

Given that a performance gap exists when any student group scores two or more performance levels below the “all student” performance. According to the 2018 California Schools Dashboard results, we experienced a performance gap in our Mathematics Indicator. Our overall performance score is “Yellow” while our SWD (Students with Disabilities) and socioeconomically disadvantaged subgroups scored at “Red.” Our schoolwide learning objectives (SLOs) were revised through an inclusive process that involved all stakeholder groups to ensure alignment to standards, curriculum, instruction, assessment, and school culture. We have implemented an RTI model, English Language Development instructional program, and Specialized Academic Instruction services to support students. To increase our review of and decisions based on student performance data, we

added a Dean of Academics, Director of Student Achievement and Accountability, and Coordinator of Professional Development. We have also introduced a schoolwide benchmark assessment window after which teachers analyze results and create individualized student goals. We are also actively collaborating with San Diego State University to conduct a root cause analysis of our student performances on the Dashboard Academic Indicator and to plan actionable steps towards a unified, strategic approach to continuous improvement including timelines, staff responsibilities, and needed materials.

Student Group Report for 2018

Pivot Data by Stu

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

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.

Inspire Charter School- South

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.

Inspire Charter School South will develop a needs assessment focused on low high school graduation rates in collaboration with a variety of stakeholder groups including parents, students, staff, and leadership. Initial data will consist of Dashboard graduation rates for all subgroups, course enrollments, and related perceptions and school process data through interviews, observations, focus group interviews, and questionnaires. The results of the needs assessment will provide us with an idea of strengths and weaknesses related to school-level systemic approaches, professional capacity, and the viability of resources. We will then create a data analysis team composed of a variety of stakeholders including staff and school leadership and analyze data. The data analysis

team will then prioritize needs related to graduation rates and determine root causes resulting in a needs assessment summary and actionable steps towards a unified, strategic approach to continuous improvement including timelines, staff responsibilities, and needed materials. The data analysis team will then present its needs assessment summary to other stakeholders and collaboratively review evidence-based practices known to have a statistically significant effect on improving high school graduation rates (What Works Clearing House-WWC) to determine if any may address identified root causes.

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.

Inspire Charter School South will continue its needs assessment and root cause analysis in an iterative manner. Evidence will be discussed during monthly professional development sessions and collected/analyzed in accordance with CSI reporting periods (July 31, 2018, November 30, 2019, March 31, 2020, and July 31, 2020) to keep the improvement process guided toward desired outcomes. Regular professional development sessions will also be used to present evidence-based practices known to have a statistically significant effect on improving high school graduation rates (What Works Clearing House-WWC), planned action steps, and to build district and school leadership capacity facilitating a unified, strategic CSI plan. The CSI plan will be supported with Action/Services within LCAP Goal 4 that make explicit reference to CSI funds.

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 6% students participated in teacher led field trips. In 2018-2019, there were 36% 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 11% 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.

Baseline

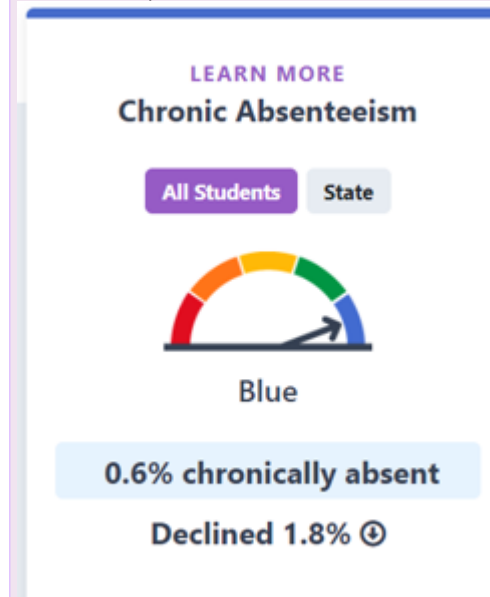
0%

Actual

14% 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.

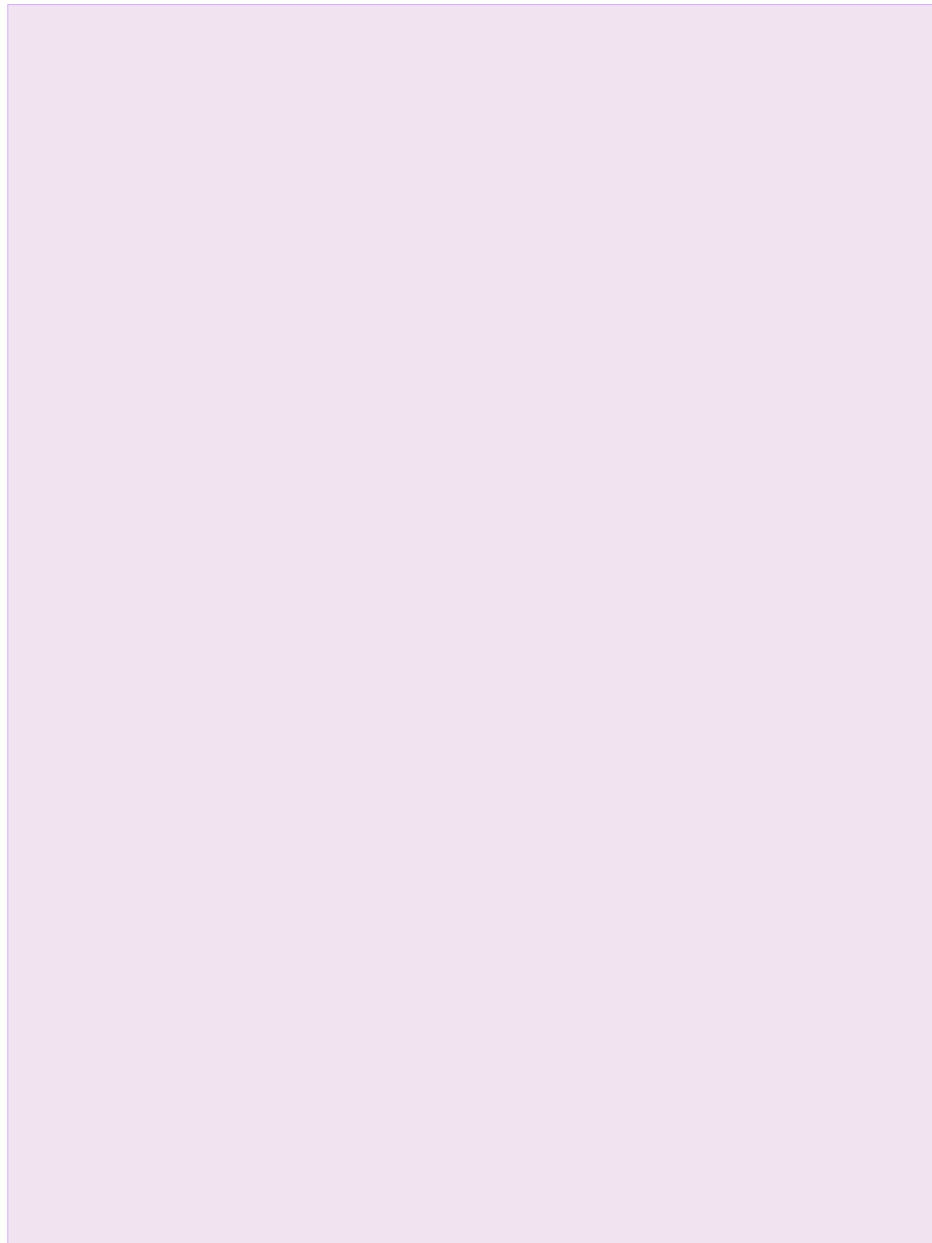
Our attendance rate remains steady at 95% or higher for each month.

Our chronic absenteeism rate is 0.6%; a decline of 1.8% (California Schools Dashboard)



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

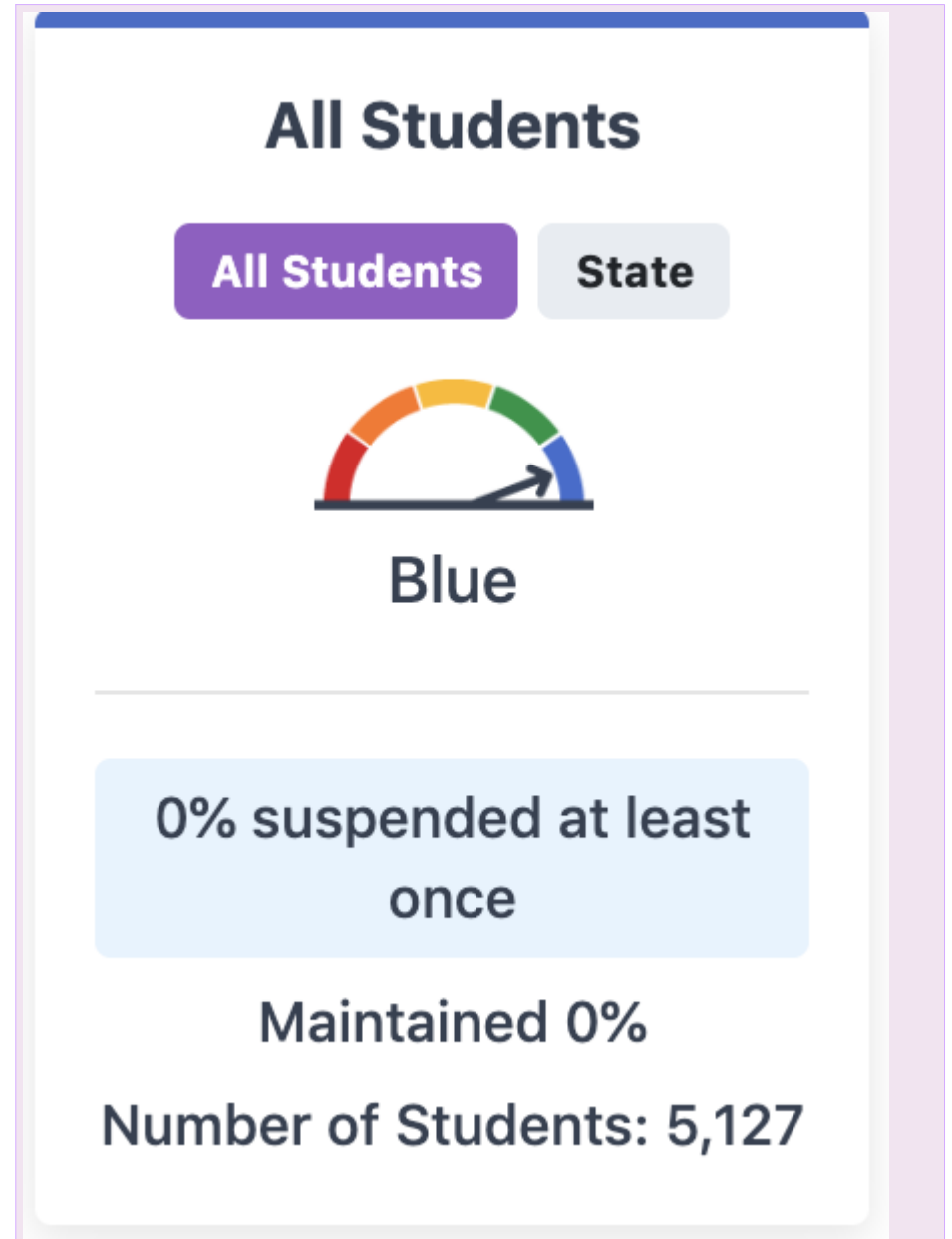
Expected



Metric/Indicator

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

Actual



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

Expected

Actual

Baseline
100%

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.	Certificated Teachers 1000-1999: Certificated Personnel Salaries \$9,350,850	Certificated Teachers 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base \$10,552,040

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Focused Professional development and parent engagement:</p> <p>Create and implement school-wide and department professional development calendar and data meetings for staff and parents.</p> <p>Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis.</p> <p>Provide opportunities for families to support their students' educations</p>	<p>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.</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures \$81,600</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF \$88,002</p>

and provide input in decisions, feel welcomed and comfortable accessing school resources, including parents of ELL students and unduplicated pupils.



Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>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>Certificated Administrators 1000-1999: Certificated Personnel Salaries \$772,717</p>	<p>Certificated Administrators 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base \$982,655</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the use of Parent Portal: Continue to train staff in how to post communications, progress reports, assessment data to Parent Portal Continue to engage parents in use of parent portal (demonstration sessions, how to guides) Continue to have teachers engage parents through weekly class newsletters and progress reports (viewable through Parent Portal) and monthly check-in conferences.	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 registration, transcript credit summary, resources for instructional guides and "I Can Statements."	Already included in goal 0	expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base 0

Analysis

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

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

We implemented planned actions/services including ensuring all teachers are appropriately credentialed, effectively communicating with parents, monitoring attendance, supporting students needs, providing field trips, and providing staff and parent PD.

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

Overall this actions/services of this goal proved 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, we expected to receive more survey responses. We have 4,453 students and we received 645 surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between budgeted expenditures and estimated actual expenditures was slightly higher due to increase in enrollment.

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

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP participation rate will be at least 95%	Our CAASPP participation rate is 83% (California Schools Dashboard) which is an increase from previous years but still is a focus for the school.
Baseline ELA: 73.1 Math: 72.9	
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	43% of our students scored at Standard Met or Standard Exceeded on the ELA Smarter Balanced Assessment (California Schools Dashboard), which is 3% increase from the baseline.
Baseline 40%	
Metric/Indicator	23% of our students scored at Standard Met or Standard Exceeded on the Mathematics Smarter Balanced Assessment (California Schools Dashboard) which is a slight decline from the baseline.

Expected

The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups, will meet or exceed the statewide average

Baseline

24%

Metric/Indicator

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

Baseline

50%

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, 81.9% of our students increased by one level of proficiency 2017 English Learner Progress Indicator while the 2018 results are:

Level 4- 48%

Level 3- 29%

Level 2- 11%

Level 1- 13%

As a result of the English Learner Progress Indicator calculation change, we plan to modify the expected percentages on the Expected Annual Measurable Outcomes for this metric.

Expected

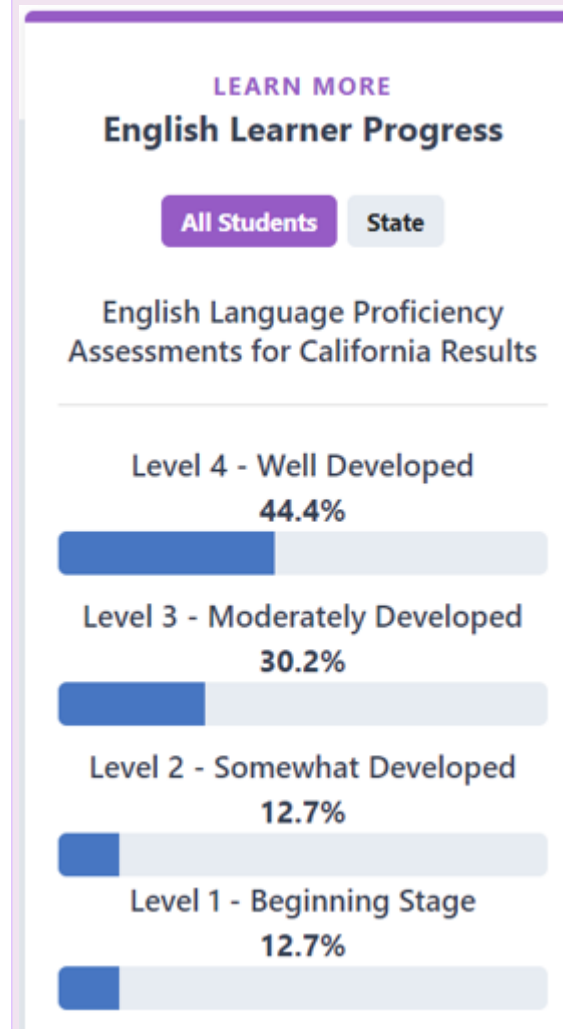
Actual

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

Baseline
16%

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

Baseline



18.6% of English Learners (ELs) reclassified to RFEP. Although last year's reclassification rate is 23%, it was based on the CELDT.

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

Expected	Actual
75%	
Metric/Indicator A professional development calendar will be created to include specific CCSS PD. Baseline 100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.	100% of our teachers participated in 15 hours or more of curriculum training for common core state standards (CCSS).

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer interim benchmark assessments (Star360) to identify the standards not yet mastered and prepare for state testing.	The interim benchmark assessments were administered in the Fall and will be administer again in the spring. Teachers reviewed the data with families and students, provided an intervention plan for students who were below grade level standards.	1000-1999: Certificated Personnel Salaries \$1,179,610	expenditures included in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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,	An RTI model was used to support students who are not making academic progress. There were 509 students identified for and received reading intervention and another 405 for math intervention. These Student Study Team (SST) established 6 week goals for these students and regularly monitored progress and recommended	See software costs listed in goal 1 action 4	Certificated Personnel and Software costs 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base \$982,655

such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes

additional support as needed including online or in person support. The SST includes teachers, parents, intervention specialists, curriculum specialists, and a member of the special education team (psychologist or resource specialist). As a result of our RTI model, 88 students in need of speech support, 37 were referred for Tier II support, while 18 received Tier III support.. These 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.

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</p>	<p>We identified English Learners through the administration of home language surveys (as required by law), through Calpads, and through our enrollment interview process. This year, we administered the ELPAC to 63 students. Teachers provide designated ELD instruction through online video conference platforms. This year, we form an EL Committee to monitor the academic progress of ELs.</p>	<p>Included in 1100 salary costs listed in goal 1, action 1 0</p>	<p>Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base 0</p>

provide interventions three times a year.

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 student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.</p>	<p>We continue to improve services related to college and career readiness.</p> <p>This year, we offered 181 A-G courses, an increase of 47 from last year (note: the number listed last year, 234, is incorrect and should be 134). This year, we added a CTE, VAPA based pathway.</p> <p>We are connecting with local community colleges such as Palomar and San Diego City College to form partnership in supporting student's with access to CTE courses and dual enrollment. In addition, we have a committee to review and approve new curriculum and courses as well a College and Career Readiness Committee. Our HSTs continue to meet with students and families to inform them of available courses and support students with dual enrollment.</p>	<p>Included in 1100 salary costs listed in goal 1, action 1 0</p>	<p>Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base 0</p>

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 of our actions and services for this goal were implemented as planned.

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

The effectiveness of actions 2 and 4 less is less than expected. For action 2, we want to see an increase in the number of students who meet grade-level proficiency after participating in assigned interventions. For action 4, we are focusing on increasing the number of CTE pathways. For example, this year we began to meet with representatives from Palomar Community College to explore available CTE pathways for our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences were higher due to increase in student enrollment.

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 did not make any changes to this goal, expected outcomes, metrics, actions or services as a result of our analysis.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increase High School Cohort graduation rate</p> <p>Baseline 27.8%</p>	<p>Our projected graduation rate is 81%. Based on the dashboard, the four-year cohort graduation rate for 2018 is 58.6%, which is an increase from our baseline. The following are four-year cohort graduation rates by subgroup:</p> <ul style="list-style-type: none">• Hispanic subgroup: 63.6% (Score of Red on the California Schools Dashboard)• Socio-economically disadvantaged: 55.4% (Score of Red on the California Schools Dashboard)• White: 61.1% (Score of Red on the California Schools Dashboard) <p>Based on our initiatives, we anticipate the 2018-19 four-year cohort graduation rate to increase by at least 10%.</p>

Expected

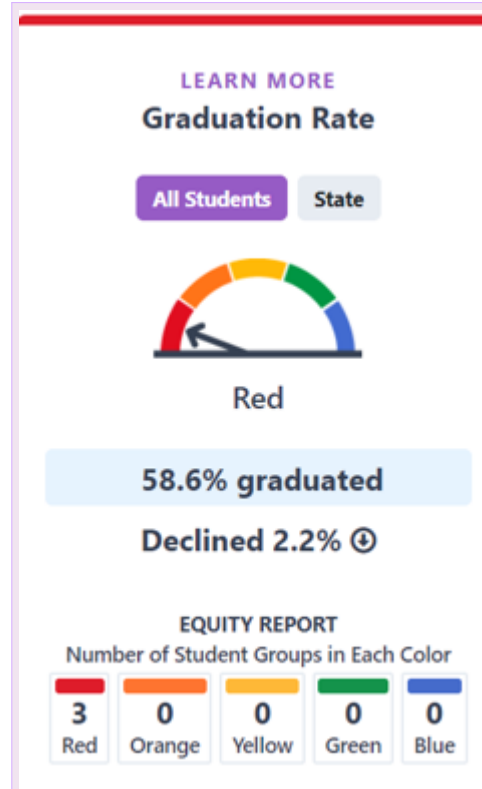
Actual

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.



This year, 89 students have enrolled in CTE Pathways. We plan to modify this metric to reflect progress on the College Career Indicator (California Schools Dashboard). The College Readiness Indicator reports results in three levels: Prepared, Approaching Prepared, and Not Prepared. As measured by the College Career Indicator, 4.6% of our students scored at Prepared, 17.2% scored at Approaching Prepared, and 78.2% scored at Not Prepared. We are working to increase the number of vertically aligned CTE pathways. For example, this year we added a CTE performing arts pathway. Since 2016, the percentage of students scoring at Approaching Prepared and Prepared has increased by 13.4%.

Expected

<p>Metric/Indicator Increase high school students on track to graduate with A-G requirements fulfilled</p> <p>Baseline 40% 9th and 10th graders on track</p>
<p>Metric/Indicator Increase the number of students participating in the SAT /ACT/ PSAT.</p> <p>Baseline New high school program and baseline will be established 2017- 2016 school year.</p>
<p>Metric/Indicator Increase the number of students taking college level course through AP or with concurrent enrollment in community colleges.</p> <p>Baseline New metric</p>
<p>Metric/Indicator Maintain CA state standards-aligned instructional materials (text and e-text) sufficiency at 100% for all core subject areas</p> <p>Baseline 100%</p>
<p>Metric/Indicator Decrease the high school cohort dropout rate.</p> <p>Baseline 51.4%</p>

Actual

College/Career Inspire South	2016	
Prepared	4.2%	
Approaching Prepared	4.2%	
Not Prepared	91.7%	8

55% of our 9th and 10th graders are on track to graduate
In 2017-18, 14 of our 64 seniors completed the SAT while 6 completed the ACT assessment.
This year, our students enrolled in 248 (fall 163, spring 85) dual enrollment courses. Also, two completed AP examinations.
100% of our students have access to standards-aligned instructional materials in core subject areas.
Our 2017-18 high school cohort dropout rate is 31% (according to CDE EDGO). When compared to 2016-17, our cohort dropout rate increased by 2% (up from 29%).

Expected

Actual

Metric/Indicator

Decrease the middle school dropout rate.

Baseline

New action and Baseline data is pending

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.

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 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.

Actual Actions/Services

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.

Budgeted Expenditures

No additional expenses

Estimated Actual Expenditures

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

Action 2

Planned Actions/Services

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

Actual Actions/Services

We are providing a variety of curriculum options for students who are credit deficient to assist them with credit recovery. In

Budgeted Expenditures

No additional expenses

Estimated Actual Expenditures

Expenditures included in Goal 1, Action 2 5800: Professional/Consulting Services

addition, the HST works closely with students to ensure student is on track and their academic needs are met.

And Operating Expenditures
General Fund – LCFF Base 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support and provide internal PD to administrators and teachers to ensure students are prepared for their selected college & career pathway. (i.e. CTE, CSU/UC, Community Colleges)	During monthly professional development, staff received focused professional development to support high school students with college and career readiness, a-g requirements, individual graduation plans, and dual enrollment.	No additional expense	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base 0

Analysis

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

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

Due to the overall implementation of the actions and services stated above, we have been achieving the articulated goal. Our graduation rate is steadily climbing each year while the drop out rate is declining. In addition, we have more students meeting the college and career indicator based on the dashboard. Finally, there is a slight increase in the number of students taking the SAT, ACT and AP assessment.

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

The graduation rate is steadily climbing each year while the drop out rate is declining. In addition, we have more students meeting the college and career indicator based on the dashboard. Finally, there is a slight increase in the number of students taking the SAT, ACT and AP assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted and Estimated Actual 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 in a timely manner.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

100% of students will have access to a computer

Baseline

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 25 (100%)

7 day active users 324 (100%)

14 day active users 526 (100%)

28 active users 1075 (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 fieldtrips
4000-4999: Books And Supplies
\$524,575

Estimated Actual Expenditures

Books and Supplies 5000-5999:
Services And Other Operating
Expenditures \$7,170,002

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

No additional expense

Estimated Actual Expenditures

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hybrid high school courses will include project-based learning that incorporates technology, collaboration, and student communication skills.		No additional expense	Expenditures included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries General Fund – LCFF Base 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase opportunities for students to participate in leadership and academic events to develop confidences and leadership skills.	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.	No additional expense	5800: Professional/Consulting Services And Operating Expenditures General Fund – LCFF Base \$1,504,928

Analysis

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

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

The overall implementation of the actions and services allowed 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.

Overall, the effectiveness of the actions and services in this goal were successful. Student collaboration and participation resulted in most of the teams moving to National or World competition. Students from Academic Decathlon are going to national competition and the Robotics team will be in the world competition. There was one student who is going to the National Spelling Bee competition. Lots of positive and leadership opportunities have allowed our students to shine.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures increased significantly due to increase in student enrollment, increase in VAPA and enrichment and leadership opportunities for students.

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.

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 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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

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.

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.

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.

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?

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	\$8,208,000
Source			General Fund – LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Staff will meet in monthly PLNs to share
and discuss best practices and resources
for supporting learning in a virtual
environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$81,600	\$66,243
Source			General Fund – LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional 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)

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

Unchanged Action

Modified Action

2017-18 Actions/Services

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	\$3,107,466
Source			General Fund – LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries Certificated Administrators	1000-1999: Certificated Personnel Salaries certificated teachers

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

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%	83%	TBD in Fall 2019	
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA	40%	43%	TBD in Fall 2019	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessments, including all subgroups				
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups	24%	23%	TBD in Fall 2019	
10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	Level 4- 48% Level 3- 29% Level 2- 11% Level 1- 13%	Level 4- 48% Level 3- 29% Level 2- 11% Level 1- 13%	TBD in Fall 2019	
At least 10% of EL students will reclassify	16%	18.6%	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	\$215,386
Source			General Fund – LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

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			\$756,883
Source			General Fund – LCFF Base
Budget Reference	See software costs listed in goal 1 action 4	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

Hire ELD teacher to conduct designated EL instruction

Track student progress toward meeting EL proficiency requirements

Administer the ELPAC annually to all EL students during the appropriate testing window

ELD teacher to conduct designated EL instruction

Form an EL committee to monitor EL progress on core courses and provide interventions three times a year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	\$156,000
Source			General Fund – Supplemental & Concentration
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1	Included in 1100 salary costs listed in goal 1, action 1	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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Focused Professional development and parent engagement:</p> <p>Create and implement school-wide and department professional development calendar and data meetings for staff and parents.</p> <p>Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis.</p> <p>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.</p>	<p>Focused Professional development and parent engagement:</p> <p>Create and implement school-wide and department professional development calendar and data meetings for staff and parents.</p> <p>Conduct ongoing in-service days and monthly professional development, informed by staff & parent input and needs analysis.</p> <p>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.</p>	<p>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</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	\$215,856
Source			Low Performing Student Block Grant (LPSBG)
Budget Reference	Included in 1100 salary costs listed in goal 1, action 1	Included in 1100 salary costs listed in goal 1, action 1	5800: Professional/Consulting Services And Operating 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)

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.	248 students enrolled in college level courses.	
Counselors and HST teachers will meet with	100%	100%	100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
each student and family to a create personalized learning plan				
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	4.6% of our students scored at Prepared, 17.2% scored at Approaching Prepared, and 78.2% scored at Not Prepared.	4.6% of our students scored at Prepared, 17.2% scored at Approaching Prepared, and 78.2% scored at Not Prepared.	TBD	
Percent of students that pass AP examination with a score of 3 or higher	This will be based on 2017-18 test results	TBD	TBD	

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

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
Source			General Fund – LCFF Base
Budget Reference	No additional expenses	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)

[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 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
Source			General Fund – LCFF Base
Budget Reference	No additional expenses	No additional expenses	5000-5999: Services And Other Operating Expenditures Expenditures/Costs included in Goal 1, Action 2

Action 3

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and

		HSTs will identify, create a plan and monitor for students at risk.
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Budgeted Expenditures

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

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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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 baseline will be established in 2017-18	9% students participated in Enrichment academies.	36% 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 leadership opportunities	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		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%	0.6%	TBD	
Maintain the rate of pupil suspension and expulsions rates.	0%	0%	TBD	
Increase high school cohort graduation rate	27.8%	58.6%	TBD	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the high school cohort dropout rate	51.4%	31%	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	5% surveys were returned	5%	14% parents returned the LCAP parent survey	
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]
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Actions/Services

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

Budgeted Expenditures

Amount			\$160,000
Source			Comprehensive Support and Intervention (CSI)
Budget Reference	Not Applicable	Not Applicable	5000-5999: Services And Other Operating Expenditures 5106 Other Educational Consultants: \$130,000 4302 School Supplies: \$30,000

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide
Schoolwide

Location(s):

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

All Schools
Specific Grade Spans: K-12

Actions/Services

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

New Action

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

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

Modified Action

2017-18 Actions/Services

Identify, assess, and instruct English Language Learners:

2018-19 Actions/Services

Identify, assess, and instruct English Language Learners:

2019-20 Actions/Services

Fund parent liaison position to address specific needs of unduplicated students

<p>Systematically collect home language survey and identify ELs upon enrollment into SIS</p> <p>Administer the CELDT annually to all EL students during the appropriate testing window</p> <p>Hire ELD teacher to conduct designated EL instruction</p> <p>Track student progress toward meeting EL proficiency requirements</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>including augmented communication with their families</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$143,000
Source			General Fund – Supplemental & Concentration
Budget Reference	No additional expense	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))

LEA-wide

[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

New 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.

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

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

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$143,000
Source			General Fund – Supplemental & Concentration
Budget Reference	No additional expense	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) <input type="text" value="[Add Students to be Served selection here]"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
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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) <input type="text" value="English Learners"/> <input type="text" value="Foster Youth"/> <input type="text" value="Low Income"/>	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text" value="LEA-wide"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/> <input type="text" value="Specific Grade Spans: K-12"/>
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 <input type="text" value="New Action"/>	Select from New, Modified, or Unchanged for 2018-19 <input type="text" value="Modified Action"/>	Select from New, Modified, or Unchanged for 2019-20 <input type="text" value="Modified Action"/>
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Monitor and intervene on attendance and behavior:

Monthly analysis of attendance and behavior data by subgroup.

Special education services to students with emotional and behavioral challenges as required by IEP.

Notify parent/guardian of attendance concerns

and intervene according to attendance and enrollment compliancy procedures. Administer, analyze, and respond to results of annual student and staff satisfaction surveys.

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

Staff monitored attendance and behavior monthly to ensure students were engaged in academic work daily as required.

We have added staff members whose primary jobs is project recovery including a Director of Secondary Services and his team monitor to increase monitoring of student transitions including the entering of correct exit/transfer codes on our SIS. We have noticed a spike in enrollment at the high school with students who were credit deficit and on the verge of turning 18, making them a high risk for dropping out. This year, we follow up with every student who is not enrolled at another school to encourage them to re- enroll with us to ensure they continue their education.

Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			175,778
Source			General Fund – Supplemental & Concentration
Budget Reference			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

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

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$1,324,772
Source			General Fund – Supplemental & 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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Maintain updated FAQs, policies, and program descriptions on school website

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Source			General Fund – LCFF Base
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures included in Goal 4 Action 3

Goals, Actions, & Services

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

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

New Goal

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,942,550

Percentage to Increase or Improve Services

6.95%

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	11,909,352.00	21,280,282.00	11,161,546.00	11,384,777.00	14,672,384.00	37,218,707.00
	11,909,352.00	7,170,002.00	11,161,546.00	11,384,777.00	0.00	22,546,323.00
Comprehensive Support and Intervention (CSI)	0.00	0.00	0.00	0.00	160,000.00	160,000.00
General Fund – LCFF Base	0.00	14,022,278.00	0.00	0.00	12,353,978.00	12,353,978.00
General Fund – Supplemental & Concentration	0.00	0.00	0.00	0.00	1,942,550.00	1,942,550.00
LCFF	0.00	88,002.00	0.00	0.00	0.00	0.00
Low Performing Student Block Grant (LPSBG)	0.00	0.00	0.00	0.00	215,856.00	215,856.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	11,909,352.00	21,280,282.00	11,161,546.00	11,384,777.00	14,672,384.00	37,218,707.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	11,303,177.00	12,517,350.00	11,081,546.00	11,303,177.00	11,933,244.00	34,317,967.00
4000-4999: Books And Supplies	524,575.00	0.00	0.00	0.00	756,883.00	756,883.00
5000-5999: Services And Other Operating Expenditures	0.00	7,258,004.00	0.00	0.00	375,386.00	375,386.00
5800: Professional/Consulting Services And Operating Expenditures	81,600.00	1,504,928.00	80,000.00	81,600.00	1,606,871.00	1,768,471.00
Not Applicable	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	11,909,352.00	21,280,282.00	11,161,546.00	11,384,777.00	14,672,384.00	37,218,707.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		11,303,177.00	0.00	11,081,546.00	11,303,177.00	0.00	22,384,723.00
1000-1999: Certificated Personnel Salaries	General Fund – LCFF Base	0.00	12,517,350.00	0.00	0.00	11,315,466.00	11,315,466.00
1000-1999: Certificated Personnel Salaries	General Fund – Supplemental & Concentration	0.00	0.00	0.00	0.00	617,778.00	617,778.00
4000-4999: Books And Supplies		524,575.00	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	756,883.00	756,883.00
5000-5999: Services And Other Operating Expenditures		0.00	7,170,002.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Intervention (CSI)	0.00	0.00	0.00	0.00	160,000.00	160,000.00
5000-5999: Services And Other Operating Expenditures	General Fund – LCFF Base	0.00	0.00	0.00	0.00	215,386.00	215,386.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	88,002.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures		81,600.00	0.00	80,000.00	81,600.00	0.00	161,600.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund – LCFF Base	0.00	1,504,928.00	0.00	0.00	66,243.00	66,243.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund – Supplemental & Concentration	0.00	0.00	0.00	0.00	1,324,772.00	1,324,772.00
5800: Professional/Consulting Services And Operating Expenditures	Low Performing Student Block Grant (LPSBG)	0.00	0.00	0.00	0.00	215,856.00	215,856.00
5800: Professional/Consulting Services And Operating Expenditures	Other	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

* 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	10,205,167.00	11,622,697.00	10,005,066.00	10,205,167.00	11,381,709.00	31,591,942.00
Goal 2	1,179,610.00	982,655.00	1,156,480.00	1,179,610.00	1,344,125.00	3,680,215.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00
Goal 4	524,575.00	8,674,930.00	0.00	0.00	1,946,550.00	1,946,550.00

* 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					

Projected Fund Balance - 2018-19 - Inspire Charter School - South

P2 of 4325.66	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
State Aid - Revenue Limit	3,124,778.05	3,124,778	3,124,778	3,124,778	3,124,778	3,124,778	3,124,778	3,124,778	3,124,778	3,124,778	3,124,778	3,124,778	37,497,337
Federal Revenue	45,005.42	45,005	45,005	45,005	45,005	45,005	45,005	45,005	45,005	45,005	45,005	45,005	540,065
Other State Revenue	395,509.89	395,510	395,510	395,510	395,510	395,510	395,510	395,510	395,510	395,510	395,510	395,510	4,746,119
Other Local Revenue	3,063.06	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	36,757
Total Revenue:	3,568,356	3,568,356	3,568,356	3,568,356	3,568,356	3,568,356	3,568,356	3,568,356	3,568,356	3,568,356	3,568,356	3,568,356	42,820,277
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Expected	Expected	Expected
Certificated Salaries	914,601	972,025	1,121,061	1,167,175	1,436,738	1,328,480	1,372,044	1,351,830	1,730,277	1,439,742	1,324,212	1,324,212	15,482,397
Classified Salaries	-	-	-	1,536	2,816	2,688	4,529	5,664	2,688	2,816	3,750	3,750	30,237
Benefits	243,097	227,346	318,986	274,955	299,200	586,614	682,823	459,455	440,902	366,829	419,805	419,805	4,739,816
Books and Supplies	559,704	879,397	806,964	1,043,404	873,236	450,768	504,082	472,998	229,739	230,152	369,453	613,978	7,033,874
Subagreement Services	456,816	497,238	591,462	838,500	968,163	937,795	1,108,102	1,055,490	1,143,387	964,603	656,433	464,211	9,682,201
Professional/Consulting Services	64,618	154,488	301,338	166,243	276,651	244,938	238,487	285,878	(211,436)	195,397	217,170	216,308	2,150,080
Facilities, Repairs and Other Leases	40,508	85,245	101,356	68,085	94,376	69,042	68,327	63,551	62,501	56,914	64,433	61,283	835,623
Operations and Housekeeping	101,283	147,599	56,997	88,456	53,583	53,645	67,695	84,873	28,534	113,583	53,839	53,839	903,926
Depreciation	2,879	2,879	2,879	2,879	2,840	2,879	2,879	(18,670)	1,083	1,137	1,137	1,137	5,940
Interest	26,851	1,313	217,407	282,021	289,020	11,755	223,029	215,156	1,313	171,304	455,041	-	1,894,205
Total Expenses:	2,410,357	2,967,530	3,518,449	3,933,253	4,296,622	3,688,603	4,271,996	3,976,225	3,428,988	3,542,477	3,565,275	3,158,524	42,758,298
Surplus/Deficit	1,158,000	600,827	49,907	(364,896)	(728,265)	(120,246)	(703,640)	(407,868)	139,368	25,880	3,081	409,833	61,979
Cumulative Fund Balance	1,158,000	1,758,826	1,808,734	1,443,837	715,572	595,325	(108,314)	(516,183)	(376,815)	(350,935)	(347,854)	61,979	
Beginning Fund Balance	70,062	1,228,062	1,828,888	1,878,796	1,513,899	785,634	665,387	(38,252)	(446,121)	(306,753)	(280,873)	(277,792)	
Ending Fund Balance	1,228,062	1,828,888	1,878,796	1,513,899	785,634	665,387	(38,252)	(446,121)	(306,753)	(280,873)	(277,792)	132,041	

Inspire Charter School - South

Monthly Cash Flow/Forecast FY18-19

Revised 05/09/19

ADA = 4320.52



Revenues

State Aid - Revenue Limit

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

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
1,841,285	1,841,285	3,314,313	3,314,313	3,314,313	3,314,313	3,314,313	3,271,207	3,271,207	3,271,207	3,271,207	3,004,061	-
-	-	220,957	-	-	220,956	-	-	211,551	-	-	-	210,640
-	-	-	-	-	-	-	(2,139)	(2,139)	(2,139)	(2,139)	(2,139)	10,694
-	56,969	69,426	46,284	46,284	46,284	46,284	46,284	(137,746)	88,923	47,400	47,400	(113,583)
1,841,285	1,898,254	3,604,696	3,360,597	3,360,597	3,581,553	3,360,597	3,315,352	3,342,873	3,357,991	3,316,468	3,049,322	107,751

Federal Revenue

8181	Special Education - Entitlement
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-	-	-	-	-	-	-	-	-	-	281,444	145,722	112,899
-	-	-	-	-	-	-	-	-	-	281,444	145,722	112,899

Other State Revenue

8311	State Special Education
8550	Mandated Cost
8560	State Lottery
8598	Prior Year Revenue
8599	Other State Revenue

-	109,680	307,104	197,424	197,424	197,424	197,424	191,318	201,370	196,344	209,766	209,766	40,267
-	-	-	-	-	85,228	406,659	-	-	-	-	406,659	-
-	-	-	-	-	-	231,458	-	-	340,053	-	-	266,671
-	-	-	-	-	-	-	6,171	-	-	-	-	-
-	-	-	705	-	323,080	101,044	-	-	-	323,080	-	-
-	109,680	307,104	198,129	197,424	605,732	936,585	197,489	201,370	536,397	532,846	616,425	306,937

Other Local Revenue

8650	Lease and Rental Income
8660	Interest Revenue
8699	School Fundraising

300	(1,418)	532	-	532	532	532	532	532	832	2,507	2,507	-
2,219	6,509	4,870	1,688	-	6,401	3,955	-	-	-	1,000	1,000	-
-	-	-	460	54	-	682	-	-	-	-	-	-
2,519	5,091	5,402	2,148	586	6,933	5,169	532	532	832	3,507	3,507	-

Total Revenue

1,843,804	2,013,025	3,917,202	3,560,875	3,558,607	4,194,218	4,302,352	3,513,373	3,544,775	3,895,220	4,134,264	3,814,976	527,587
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Expenses

Certificated Salaries

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

698,338	734,285	779,781	837,977	902,742	943,128	965,872	932,489	941,125	941,499	938,767	938,767	-
-	-	-	-	196	584	-	-	-	-	-	-	-
91,583	130,499	225,266	209,857	359,026	220,213	229,332	225,884	585,860	295,987	222,090	222,090	-
5,479	12,837	13,087	13,087	47,670	26,420	20,704	21,654	26,072	21,654	24,188	24,188	-
119,201	94,405	102,927	106,253	127,103	138,134	156,137	171,803	177,220	180,603	139,167	139,167	-
914,601	972,025	1,121,061	1,167,175	1,436,738	1,328,480	1,372,044	1,351,830	1,730,277	1,439,742	1,324,212	1,324,212	-

Classified Salaries

2100	Instructional Salaries
2400	Clerical and Office Staff Salaries

-	-	-	-	-	-	1,585	3,104	2,688	2,816	-	-	-
-	-	-	1,536	2,816	2,688	2,944	2,560	-	-	3,750	3,750	-
-	-	-	1,536	2,816	2,688	4,529	5,664	2,688	2,816	3,750	3,750	-

Benefits

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

145,572	155,313	178,928	186,837	96,101	212,754	248,901	218,236	277,495	210,122	211,373	211,373	-
-	-	112	95	181	166	277	350	151	159	346	346	-
12,940	13,747	15,900	16,587	20,494	18,905	19,459	19,232	24,671	20,503	18,899	18,899	-
72,550	45,948	111,705	59,133	157,578	333,202	334,536	114,802	116,376	114,030	171,079	171,079	-
2,570	2,872	2,876	2,836	3,455	4,387	43,785	9,141	1,115	2,273	5,076	5,076	-
9,466	9,466	9,466	9,466	21,391	17,199	35,866	18,388	21,094	19,741	13,033	13,033	-
-	-	-	-	-	-	-	79,306	-	-	-	-	-
243,097	227,346	318,986	274,955	299,200	586,614	682,823	459,455	440,902	366,829	419,805	419,805	-

Books and Supplies

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

124,028	163,456	-	(17)	-	-	-	-	-	-	-	-	-
245,819	500,601	447,977	613,713	399,880	255,788	256,062	218,538	137,068	88,251	181,692	288,448	-
34,282	36,015	54,418	349,384	328,607	67,739	89,375	62,031	62,305	55,016	65,131	98,327	-
-	2,039	-	-	-	-	-	-	-	-	-	-	-
22,793	106,208	146,490	30,473	54,935	46,814	121,210	136,220	(46)	66,290	75,609	60,487	-
132,783	71,079	158,079	49,851	89,814	80,427	37,435	56,209	30,413	20,595	47,021	166,716	-
559,704	879,397	806,964	1,043,404	873,236	450,768	504,082	472,998	229,739	230,152	369,453	613,978	-

Subagreement Services

5102	Special Education
5106	Other Educational Consultants

133,093	150,716	52,638	82,974	180,659	133,241	206,015	178,805	289,634	210,372	93,116	93,116	-
323,723	346,522	538,825	755,527	787,504	804,555	902,087	876,685	853,753	754,231	563,317	371,095	-
456,816	497,238	591,462	838,500	968,163	937,795	1,108,102	1,055,490	1,143,387	964,603	656,433	464,211	-

Professional/Consulting Services

5801	IT
5802	Audit & Taxes
5803	Legal
5804	Professional Development
5805	General Consulting
5811	Management Fee
5812	District Oversight Fee

-	-	-	-	14,784	-	-	-	-	-	-	-	-
-	23,000	-	(18,400)	-	-	-	4,250	-	-	2,000	1,200	-
-	3,618	-	2,670	913	5,257	-	-	-	2,079	1,775	1,775	-
85	465	32,747	(30,817)	14,217	-	245	-	45,690	1,198	7,790	7,790	-
-	-	-	500	34,526	-	-	71,000	-	30,000	8,020	8,020	-
64,533	70,456	137,102	124,631	124,551	152,022	150,582	122,968	124,067	137,433	144,699	133,524	12,141
-	56,949	131,489	87,660	87,660	87,660	87,660	87,660	(381,193)	24,687	52,886	52,886	(1,029)
64,618	154,488	301,338	166,243	276,651	244,938	238,487	285,878	(211,436)	195,397	217,170	205,195	11,112

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
	ADA = 6009.98	
36,343,024	55,124,982	(18,781,958)
864,104	1,330,000	(465,896)
(1)	-	(1)
290,209	619,913	(329,704)
37,497,337	57,074,895	(19,577,558)
540,065	831,250	(291,185)
540,065	831,250	(291,185)
2,255,311	3,471,300	(1,215,989)
898,546	1,388,707	(490,161)
838,181	1,290,100	(451,919)
6,171	-	6,171
747,909	-	747,909
4,746,119	6,150,107	(1,403,988)
7,919	30,078	(22,159)
27,642	12,000	15,642
1,196	-	1,196
36,757	42,078	(5,321)
42,820,277	64,098,330	(21,278,053)
10,554,771	17,788,658	7,233,887
780	-	(780)
3,017,688	2,801,687	(216,001)
257,040	270,772	13,732
1,652,119	1,670,000	17,881
15,482,397	22,531,117	7,048,720
10,193	1,371,704	1,361,511
20,044	45,000	24,956
30,237	1,416,704	1,386,467
2,353,004	3,668,066	1,315,061
2,183	87,836	85,652
220,235	347,243	127,008
1,802,018	774,281	(1,027,737)
85,460	151,410	65,950
197,609	335,269	137,661
79,306	-	(79,306)
4,739,816	5,364,106	624,290
287,466	1,244,526	957,060
3,633,837	4,390,074	756,237
1,302,628	1,541,750	239,122
2,039	-	(2,039)
867,483	2,327,500	1,460,017
940,421	805,117	(135,304)
7,033,874	10,521,303	3,487,429
1,804,377	2,325,521	521,143
7,877,824	13,746,270	5,868,447
9,682,201	16,072,191	6,389,990
14,784	400	(14,384)
12,050	9,700	(2,350)
18,087	18,000	(87)
79,410	59,900	(19,510)
152,066	29,400	(122,666)
1,498,710	2,243,442	744,732
374,973	1,712,247	1,337,273
2,150,080	4,100,988	1,950,908

Inspire Charter School - South

Monthly Cash Flow/Forecast FY18-19

Revised 05/09/19



ADA = 4320.52

Facilities, Repairs and Other Leases

5601	Rent	29,405	55,495	65,415	65,731	55,906	68,871	66,809	62,951	62,526	56,789	63,150	60,000	-
5602	Additional Rent	-	250	125	125	125	125	125	125	125	125	242	242	-
5603	Equipment Leases	350	-	-	-	-	-	-	-	-	-	1,042	1,042	-
5605	Real/Personal Property Taxes	-	-	-	1,169	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	10,753	29,500	35,816	1,060	38,345	46	1,393	475	(150)	-	-	-	-

Operations and Housekeeping

5201	Auto and Travel	18,527	45,070	16,105	33,019	2,068	3,663	6,292	516	18,985	17,638	-	-	-
5203	Business Meals	133	-	-	173	-	-	-	-	-	159	800	800	-
5300	Dues & Memberships	10,191	2,070	2,025	4,158	3,706	5,718	5,718	6,408	5,604	5,833	5,058	5,058	-
5400	Insurance	15,358	15,358	18,427	18,427	18,992	20,878	26,126	35,625	(15,246)	10,189	18,423	18,423	-
5501	Utilities	607	846	-	-	(97)	-	350	1,184	-	-	-	-	-
5502	Janitorial/Trash Removal	502	-	120	360	825	-	240	-	520	240	467	467	-
5510	Office Expense	38,283	54,937	7,334	6,185	2,575	4,130	8,884	5,347	10,056	6,094	5,903	5,903	-
5511	Postage and Shipping	76	2,158	2,419	12,748	4,711	5,151	9,737	13,283	400	3,688	3,290	3,290	-
5512	Printing	-	-	517	1,112	2,142	139	84	622	2,403	7,191	300	300	-
5513	Other taxes and fees	(95)	20,395	4,653	12,269	2,702	2,715	508	-	60	54,447	7,350	7,350	-
5514	Bank Charges	10,843	4,942	5,397	3	15,959	11,251	8,907	15,966	5,754	8,105	6,300	6,300	-
5515	Public Relations/Recruitment	1,785	1,823	-	-	-	0	850	5,922	-	-	4,240	4,240	-
5900	Communications	5,072	-	-	-	-	-	-	-	-	-	1,708	1,708	-

Depreciation

6900	Depreciation Expense	2,879	2,879	2,879	2,879	2,840	2,879	2,879	(18,670)	1,083	1,137	1,137	1,137	-
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Interest

7438	Interest Expense	26,851	1,313	217,407	282,021	289,020	11,755	223,029	215,156	1,313	171,304	455,041	-	-
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Total Expenses

Monthly Surplus (Deficit)

Cash Flow Adjustments

Monthly Surplus (Deficit)	(566,553)	(954,505)	398,753	(372,378)	(738,015)	505,615	30,355	(462,852)	115,786	352,743	568,989	667,564	516,475
Cash flows from operating activities													
Depreciation/Amortization	2,879	2,879	2,879	2,879	2,840	2,879	2,879	(18,670)	1,083	1,137	1,137	1,137	-
Public Funding Receivables	289,069	(109,701)	77,148	118,204	(243,708)	399,428	160,273	(237,602)	272,116	137,663	-	-	(527,587)
Grants and Contributions Rec.	5,251,224	-	-	-	-	(356)	(4,200)	2,200	(2,705,908)	(2,692)	-	-	-
Due To/From Related Parties	1,628,615	1,833,572	(2,728,026)	(4,459,151)	2,336,861	(351,743)	15,899	(10,042)	2,610,050	314,112	(4,900,000)	(3,650,000)	-
Prepaid Expenses	19,598	(27,700)	(169,603)	50,335	15,598	(53,422)	(181,045)	149,039	14,763	160,065	-	-	-
Other Assets	(50,000)	(21,758)	(15,000)	(250)	-	-	-	-	-	65,000	-	-	-
Accounts Payable	(416,114)	20,270	30,842	(105,758)	(220,398)	362,900	28,425	(287,148)	73,746	89,495	-	-	11,112
Accrued Expenses	199,639	15,334	212,731	539,024	(245,612)	(734,940)	213,436	(100,122)	(215,068)	(179,632)	-	-	-
Other Liabilities	(5,060,800)	-	-	-	-	-	-	-	-	43,111	-	-	-
Cash flows from investing activities													
Purchases of Prop. And Equip.	(28,900)	-	-	-	28,900	-	-	101,255	-	-	-	-	-
Cash flows from financing activities													
Proceeds from Factoring	367,800	-	5,442,000	5,953,400	5,419,200	186,800	2,901,500	2,711,500	-	2,723,900	6,500,585	-	-
Payments on Factoring	(3,807,382)	(1,478,000)	(1,291,800)	(2,661,100)	-	(5,782,518)	(3,164,500)	(2,792,800)	-	(2,896,400)	-	(2,711,500)	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

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
29,405	55,495	65,415	65,731	55,906	68,871	66,809	62,951	62,526	56,789	63,150	60,000	-
-	250	125	125	125	125	125	125	125	125	242	242	-
350	-	-	-	-	-	-	-	-	-	1,042	1,042	-
-	-	-	1,169	-	-	-	-	-	-	-	-	-
10,753	29,500	35,816	1,060	38,345	46	1,393	475	(150)	-	-	-	-
40,508	85,245	101,356	68,085	94,376	69,042	68,327	63,551	62,501	56,914	64,433	61,283	-
18,527	45,070	16,105	33,019	2,068	3,663	6,292	516	18,985	17,638	-	-	-
133	-	-	173	-	-	-	-	-	159	800	800	-
10,191	2,070	2,025	4,158	3,706	5,718	5,718	6,408	5,604	5,833	5,058	5,058	-
15,358	15,358	18,427	18,427	18,992	20,878	26,126	35,625	(15,246)	10,189	18,423	18,423	-
607	846	-	-	(97)	-	350	1,184	-	-	-	-	-
502	-	120	360	825	-	240	-	520	240	467	467	-
38,283	54,937	7,334	6,185	2,575	4,130	8,884	5,347	10,056	6,094	5,903	5,903	-
76	2,158	2,419	12,748	4,711	5,151	9,737	13,283	400	3,688	3,290	3,290	-
-	-	517	1,112	2,142	139	84	622	2,403	7,191	300	300	-
(95)	20,395	4,653	12,269	2,702	2,715	508	-	60	54,447	7,350	7,350	-
10,843	4,942	5,397	3	15,959	11,251	8,907	15,966	5,754	8,105	6,300	6,300	-
1,785	1,823	-	-	-	0	850	5,922	-	-	4,240	4,240	-
5,072	-	-	-	-	-	-	-	-	-	1,708	1,708	-
101,283	147,599	56,997	88,456	53,583	53,645	67,695	84,873	28,534	113,583	53,839	53,839	-
2,879	2,879	2,879	2,879	2,840	2,879	2,879	(18,670)	1,083	1,137	1,137	1,137	-
2,879	2,879	2,879	2,879	2,840	2,879	2,879	(18,670)	1,083	1,137	1,137	1,137	-
26,851	1,313	217,407	282,021	289,020	11,755	223,029	215,156	1,313	171,304	455,041	-	-
26,851	1,313	217,407	282,021	289,020	11,755	223,029	215,156	1,313	171,304	455,041	-	-
2,410,357	2,967,530	3,518,449	3,933,253	4,296,622	3,688,603	4,271,996	3,976,225	3,428,988	3,542,477	3,565,275	3,147,411	11,112
(566,553)	(954,505)	398,753	(372,378)	(738,015)	505,615	30,355	(462,852)	115,786	352,743	568,989	667,564	516,475
(566,553)	(954,505)	398,753	(372,378)	(738,015)	505,615	30,355	(462,852)	115,786	352,743	568,989	667,564	516,475
2,879	2,879	2,879	2,879	2,840	2,879	2,879	(18,670)	1,083	1,137	1,137	1,137	-
289,069	(109,701)	77,148	118,204	(243,708)	399,428	160,273	(237,602)	272,116	137,663	-	-	(527,587)
5,251,224	-	-	-	-	(356)	(4,200)	2,200	(2,705,908)	(2,692)	-	-	-
1,628,615	1,833,572	(2,728,026)	(4,459,151)	2,336,861	(351,743)	15,899	(10,042)	2,610,050	314,112	(4,900,000)	(3,650,000)	-
19,598	(27,700)	(169,603)	50,335	15,598	(53,422)	(181,045)	149,039	14,763	160,065	-	-	-
(50,000)	(21,758)	(15,000)	(250)	-	-	-	-	-	65,000	-	-	-
(416,114)	20,270	30,842	(105,758)	(220,398)	362,900	28,425	(287,148)	73,746	89,495	-	-	11,112
199,639	15,334	212,731	539,024	(245,612)	(734,940)	213,436	(100,122)	(215,068)	(179,632)	-	-	-
(5,060,800)	-	-	-	-	-	-	-	-	43,111	-	-	-
(28,900)	-	-	-	28,900	-	-	101,255	-	-	-	-	-
367,800	-	5,442,000	5,953,400	5,419,200	186,800	2,901,500	2,711,500	-	2,723,900	6,500,585	-	-
(3,807,382)	(1,478,000)	(1,291,800)	(2,661,100)	-	(5,782,518)	(3,164,500)	(2,792,800)	-	(2,896,400)	-	(2,711,500)	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(2,170,924)	(719,610)	1,959,924	(934,795)	6,355,666	(5,465,356)	3,022	(945,242)	166,569	808,502	2,170,712	(5,692,798)	
5,096,947	2,926,022	2,206,413	4,166,337	3,231,542	9,587,208	4,121,852	4,124,874	3,179,633	3,346,201	4,154,703	6,325,415	
2,926,022	2,206,413	4,166,337	3,231,542	9,587,208	4,121,852	4,124,874	3,179,633	3,346,201	4,154,703	6,325,415	632,616	

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
713,049	-	(713,049)
1,733	2,900	1,167
2,434	9,800	7,366
1,169	-	(1,169)
117,238	-	(117,238)
835,623	12,700	(822,923)
161,883	125,900	(35,983)
2,065	8,900	6,835
61,548	60,300	(1,248)
200,980	88,800	(112,180)
2,891	-	(2,891)
3,740	5,600	1,860
155,631	78,840	(76,791)
60,951	32,200	(28,751)
14,808	3,000	(11,808)
112,353	72,900	(39,453)
99,726	62,900	(36,826)
18,860	42,200	23,340
8,489	10,000	1,511
903,926	1,392,769	488,843
5,940	34,684	28,745
5,940	34,684	28,745
1,894,205	1,991,550	97,345
1,894,205	1,991,550	97,345
42,758,298	63,438,113	20,679,815
61,979	660,217	(598,238)
0%		
61,979		
5,940		
335,303		
2,540,268		
(7,359,852)		
(22,371)		
(22,008)		
(412,628)		
(295,210)		
(5,017,689)		
101,255		
32,206,685		
(26,586,000)		
-		

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

Projected ADA of 3327.85	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
State Aid - Revenue Limit	2,489,736	2,489,736	2,489,736	2,489,736	2,489,736	2,489,736	2,489,736	2,489,736	2,489,736	2,489,736	2,489,736	2,489,736	29,876,831
Federal Revenue	42,755	42,755	42,755	42,755	42,755	42,755	42,755	42,755	42,755	42,755	42,755	42,755	513,062
Other State Revenue	207,611	207,611	207,611	207,611	207,611	207,611	207,611	207,611	207,611	207,611	207,611	207,611	2,491,328
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue:	2,740,102	2,740,102	2,740,102	2,740,102	2,740,102	2,740,102	2,740,102	2,740,102	2,740,102	2,740,102	2,740,102	2,740,102	32,881,220
	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	Expected	
Certificated Salaries	888,267	888,267	888,267	888,267	888,267	888,267	888,267	888,267	888,267	888,267	888,267	888,267	10,659,200
Classified Salaries	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Benefits	277,858	277,858	277,858	277,858	277,858	277,858	293,538	289,618	281,778	277,858	277,858	277,858	3,365,652
Books and Supplies	356,987	427,734	507,413	692,458	639,572	466,123	490,978	439,755	453,473	417,481	409,889	270,124	5,571,988
Subagreement Services	506,507	557,672	820,389	924,132	887,383	832,757	840,238	565,888	611,583	574,691	544,076	522,983	8,188,299
Professional/Consulting Services	188,957	210,700	314,546	362,737	347,070	321,658	320,787	215,418	231,067	216,117	206,156	189,554	3,124,767
Facilities, Repairs and Other Leases	53,920	53,920	53,920	53,920	53,920	53,920	53,920	53,920	53,920	53,920	53,920	53,920	647,036
Operations and Housekeeping	33,835	33,835	33,835	33,835	33,835	33,835	33,835	33,835	33,835	33,835	33,835	33,835	406,026
Depreciation	371	371	371	371	371	371	371	371	371	371	371	371	4,450
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses:	2,310,451	2,454,106	2,900,348	3,237,328	3,132,026	2,878,538	2,925,684	2,490,821	2,558,043	2,466,290	2,418,122	2,240,661	32,012,419
Surplus/Deficit	429,650	285,996	(160,247)	(497,226)	(391,924)	(138,437)	(185,582)	249,281	182,058	273,812	321,980	499,440	868,801
Cumulative Fund Balance	429,650	715,646	555,400	58,173	(333,751)	(472,188)	(657,770)	(408,489)	(226,431)	47,381	369,361	868,801	
Beginning Fund Balance	(308,421)	121,229	407,225	246,978	(250,248)	(642,172)	(780,609)	(966,191)	(716,911)	(534,852)	(261,040)	60,940	
Ending Fund Balance	121,229	407,225	246,978	(250,248)	(642,172)	(780,609)	(966,191)	(716,911)	(534,852)	(261,040)	60,940	560,380	

Inspire Charter School - South

Multi-Year Forecast

Revised 6/2/19



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Assumptions						
LCFF COLA	3.70%	3.26%	3.00%	2.80%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%	2.00%	2.00%
Enrollment	-	3,503.00	3,854.00	4,239.00	4,450.00	4,673.00
Average Daily Attendance	4,320.52	3,327.85	3,661.30	4,027.05	4,227.50	4,439.35
Revenues						
State Aid - Revenue Limit						
8011 LCFF State Aid	36,343,024	28,987,729	32,851,040	37,136,426	38,984,837	40,938,898
8012 Education Protection Account	864,104	665,570	732,260	805,410	845,500	887,870
8019 State Aid - Prior Year	(0)	-	-	-	-	-
8096 In Lieu of Property Taxes	290,209	223,532	245,930	270,497	283,961	298,191
	<u>37,497,337</u>	<u>29,876,831</u>	<u>33,829,230</u>	<u>38,212,333</u>	<u>40,114,298</u>	<u>42,124,959</u>
Federal Revenue						
8181 Special Education - Entitlement	540,065	513,062	395,182	434,779	478,212	502,016
	<u>540,065</u>	<u>513,062</u>	<u>395,182</u>	<u>434,779</u>	<u>478,212</u>	<u>502,016</u>
Other State Revenue						
8311 State Special Education	2,255,311	1,722,994	1,895,638	2,085,005	2,188,788	2,298,473
8550 Mandated Cost	898,546	89,452	68,908	75,813	83,377	87,526
8560 State Lottery	838,181	678,881	746,905	821,518	862,410	905,627
8598 Prior Year Revenue	6,171	-	-	-	-	-
8599 Other State Revenue	747,909	-	-	-	-	-
	<u>4,746,119</u>	<u>2,491,328</u>	<u>2,711,452</u>	<u>2,982,337</u>	<u>3,134,575</u>	<u>3,291,627</u>
Other Local Revenue						
8650 Lease and Rental Income	9,594	-	-	-	-	-
8660 Interest Revenue	28,642	-	-	-	-	-
8699 School Fundraising	1,196	-	-	-	-	-
	<u>39,431</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Revenue	<u>\$ 42,822,952</u>	<u>\$ 32,881,220</u>	<u>\$ 36,935,863</u>	<u>\$ 41,629,449</u>	<u>\$ 43,727,085</u>	<u>\$ 45,918,602</u>
Expenses						
Certificated Salaries						
1100 Teachers' Salaries	10,552,040	8,208,000	9,209,376	10,315,129	11,056,577	11,826,169
1170 Teachers' Substitute Hours	780	-	-	-	-	-
1175 Teachers' Extra Duty/Stipends	2,943,619	1,231,200	1,381,406	1,547,269	1,658,486	1,773,925
1200 Pupil Support Salaries	259,555	140,000	157,080	176,244	188,757	202,159
1300 Administrators' Salaries	1,610,683	1,080,000	1,211,760	1,359,595	1,456,126	1,559,511
	<u>15,366,676</u>	<u>10,659,200</u>	<u>11,959,622</u>	<u>13,398,237</u>	<u>14,359,946</u>	<u>15,361,764</u>
Classified Salaries						
2100 Instructional Salaries	7,377	-	-	-	-	-
2400 Clerical and Office Staff Salaries	23,794	45,000	50,490	56,650	60,672	64,980
	<u>31,171</u>	<u>45,000</u>	<u>50,490</u>	<u>56,650</u>	<u>60,672</u>	<u>64,980</u>
Benefits						
3101 STRS	2,358,852	1,780,086	2,164,692	2,425,081	2,527,350	2,703,670
3301 OASDI	2,339	2,790	3,130	3,512	3,762	4,029
3311 Medicare	219,037	155,211	174,147	195,096	209,099	223,688
3401 Health and Welfare	1,859,067	1,120,000	1,256,640	1,407,765	1,508,831	1,614,064
3501 State Unemployment	88,263	78,400	86,240	94,717	99,526	104,380
3601 Workers' Compensation	191,182	149,859	168,142	188,368	201,889	215,974
3901 Other Benefits	79,306	79,306	88,982	99,686	106,841	114,295
	<u>4,798,046</u>	<u>3,365,652</u>	<u>3,941,972</u>	<u>4,414,225</u>	<u>4,657,298</u>	<u>4,980,100</u>
Books and Supplies						
4200 Books and Other Materials	287,466	221,419	248,477	278,765	298,493	319,721
4302 School Supplies	4,141,625	3,644,033	4,089,348	4,587,815	4,912,501	5,261,852
4305 Software	982,655	756,883	849,377	952,911	1,020,350	1,092,912
4310 Office Expense	155,440	119,726	134,357	150,735	161,403	172,881
4311 Business Meals	2,707	2,085	2,340	2,625	2,810	3,010
4400 Noncapitalized Equipment	940,421	827,842	844,399	861,287	878,513	896,083
	<u>6,510,313</u>	<u>5,571,988</u>	<u>6,168,298</u>	<u>6,834,138</u>	<u>7,274,070</u>	<u>7,746,458</u>
Subagreement Services						
5102 Special Education	1,687,121	1,299,493	1,458,296	1,636,054	1,751,840	1,876,422
5106 Other Educational Consultants	7,170,002	3,107,466	3,487,210	3,912,280	4,189,158	4,487,068
5107 Instructional Services	-	3,781,340	4,247,624	4,787,387	5,028,615	5,280,639
	<u>8,857,123</u>	<u>8,188,299</u>	<u>9,193,130</u>	<u>10,335,721</u>	<u>10,969,613</u>	<u>11,644,129</u>

Inspire Charter School - South

Multi-Year Forecast

Revised 6/2/19



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Operations and Housekeeping						
5201 Auto and Travel	179,545	138,293	155,193	174,110	186,432	199,690
5300 Dues & Memberships	60,773	46,810	52,531	58,934	63,105	67,592
5400 Insurance	209,213	161,145	180,837	202,880	217,238	232,687
5501 Utilities	2,891	2,227	2,499	2,803	3,002	3,215
5502 Janitorial Services	3,967	3,056	3,429	3,847	4,119	4,412
5516 Miscellaneous Expense	531,316	-	-	-	-	-
5900 Communications	10,197	7,854	8,814	9,889	10,588	11,341
5901 Postage and Shipping	60,553	46,641	52,341	58,721	62,876	67,348
	<u>1,058,455</u>	<u>406,026</u>	<u>455,644</u>	<u>511,184</u>	<u>547,361</u>	<u>586,286</u>
Facilities, Repairs and Other Leases						
5601 Rent	716,310	551,732	619,156	694,628	743,788	796,682
5602 Additional Rent	1,850	1,425	1,599	1,794	1,921	2,058
5603 Equipment Leases	3,475	2,677	3,004	3,370	3,609	3,865
5605 Real/Personal Property Taxes	1,169	900	1,010	1,133	1,213	1,300
5610 Repairs and Maintenance	117,238	90,302	101,337	113,690	121,736	130,393
	<u>840,042</u>	<u>647,036</u>	<u>726,107</u>	<u>814,615</u>	<u>872,266</u>	<u>934,297</u>
Professional/Consulting Services						
5801 IT	14,784	11,387	12,779	14,337	15,351	16,443
5802 Audit & Taxes	12,050	9,281	9,467	9,656	9,850	10,047
5803 Legal	17,783	13,697	13,971	14,250	14,535	14,826
5804 Professional Development	86,002	66,243	74,338	83,399	89,301	95,652
5805 General Consulting	130,086	100,198	112,442	126,148	135,076	144,682
5806 Special Activities/Field Trips	1,504,928	1,324,772	1,486,664	1,667,880	1,785,918	1,912,923
5807 Bank Charges	97,921	75,423	84,640	94,957	101,678	108,908
5808 Printing	7,918	6,099	6,844	7,678	8,222	8,806
5809 Other taxes and fees	65,256	50,263	56,405	63,281	67,759	72,578
5811 Management Fee	1,498,803	1,150,843	1,292,755	1,457,031	1,530,448	1,607,151
5812 District Oversight Fee	374,973	298,768	338,292	382,123	401,143	421,250
5815 Public Relations/Recruitment	23,100	17,793	18,149	18,512	18,882	19,259
	<u>3,833,606</u>	<u>3,124,767</u>	<u>3,506,747</u>	<u>3,939,253</u>	<u>4,178,163</u>	<u>4,432,525</u>
Depreciation						
6900 Depreciation Expense	5,778	4,450	4,539	4,630	4,723	4,817
	<u>5,778</u>	<u>4,450</u>	<u>4,539</u>	<u>4,630</u>	<u>4,723</u>	<u>4,817</u>
Interest						
7438 Interest Expense	1,900,225	-	-	-	-	-
	<u>1,900,225</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenses	\$ 43,201,435	\$ 32,012,419	\$ 36,006,549	\$ 40,308,652	\$ 42,924,111	\$ 45,755,356
Surplus (Deficit)	\$ (378,483)	\$ 868,801	\$ 929,315	\$ 1,320,797	\$ 802,974	\$ 163,246
Fund Balance, Beginning of Year	\$ 70,062	\$ (308,421)	\$ 560,380	\$ 1,489,695	\$ 2,810,492	\$ 3,613,466
Fund Balance, End of Year	\$ (308,421)	\$ 560,380	\$ 1,489,695	\$ 2,810,492	\$ 3,613,466	\$ 3,776,712
	-0.7%	1.8%	4.1%	7.0%	8.4%	8.3%
Cash Flow Adjustments						
Surplus (Deficit)	(378,483)	868,801	929,315	1,320,797	802,974	163,246
Cash Flows From Operating Activities						
Depreciation/Amortization	5,778	4,450	4,539	4,630	4,723	4,817
Public Funding Receivables	145,839	46,542	(3,597,766)	(660,335)	100,874	(240,254)
Grants and Contributions Rec.	2,542,960	-	-	-	-	-
Due To/From Related Parties	1,277,736	4,000,000	-	-	-	-
Prepaid Expenses	(182,436)	-	-	-	-	-
Other Assets	(87,008)	-	-	-	-	-
Accounts Payable	(500,966)	69,321	(46,903)	5,942	(1,397)	1,980
Accrued Expenses	(115,578)	-	-	-	-	-
Other Liabilities	(5,060,800)	-	-	-	-	-
Cash Flows From Investing Activities						
Purchases of Prop. And Equip.	101,255	-	-	-	-	-
Cash Flows From Financing Activities						
Proceeds from Factoring	32,015,985	-	-	-	-	-
Payments on Factoring	(26,586,000)	(12,450,809)	-	-	-	-
Total Change in Cash	3,178,280	(7,461,695)	(2,710,815)	671,034	907,174	(70,211)
Cash, Beginning of Year	5,096,947	8,275,227	813,532	(1,897,283)	(1,226,248)	(319,075)
Cash, End of Year	\$ 8,275,227	\$ 813,532	\$ (1,897,283)	\$ (1,226,248)	\$ (319,075)	\$ (389,286)

Inspire Charter School - South

Monthly Cash Flow/Budget FY19-20

Revised 6/2/19

ADA = 3327.85



LCFF State Aid
New School/New Grade Apportionment
In Lieu of Property Taxes
New School In Lieu of Property Taxes
Special Education

	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
LCFF State Aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0.0%	
New School/New Grade Apportionment	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a	n/a	
In Lieu of Property Taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%	0.0%	
New School In Lieu of Property Taxes	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a	n/a	
Special Education	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0.0%	
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	1,886,433	1,886,433	3,395,579	3,395,579	3,395,579	3,395,579	3,395,579	1,647,393	1,647,393	1,647,393	1,647,393	1,647,393	-	28,987,729
8012 Education Protection Account	-	-	216,026	-	-	216,026	-	-	67,125	-	-	-	166,393	665,570
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	17,413	34,825	23,217	23,217	23,217	23,217	23,217	18,403	9,202	9,202	9,202	9,202	-	223,532
	1,903,846	1,921,258	3,634,822	3,418,796	3,418,796	3,634,822	3,418,796	1,665,797	1,723,721	1,656,595	1,656,595	1,656,595	166,393	29,876,831
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	256,531	-	-	128,265	128,265	513,062
	-	-	-	-	-	-	-	-	256,531	-	-	128,265	128,265	513,062
Other State Revenue														
8311 State Special Education	111,847	111,847	201,325	201,325	201,325	201,325	201,325	98,534	98,534	98,534	98,534	98,534	(0)	1,722,994
8550 Mandated Cost	-	-	-	-	-	89,452	-	-	-	-	-	-	-	89,452
8560 State Lottery	-	-	-	-	-	-	220,347	-	-	220,347	-	-	238,188	678,881
	111,847	111,847	201,325	201,325	201,325	290,777	421,672	98,534	98,534	318,881	98,534	98,534	238,188	2,491,328
Total Revenue	2,015,693	2,033,106	3,836,147	3,620,121	3,620,121	3,925,599	3,840,468	1,764,331	2,078,786	1,975,476	1,755,129	1,883,395	532,846	32,881,220
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	684,000	684,000	684,000	684,000	684,000	684,000	684,000	684,000	684,000	684,000	684,000	684,000	-	8,208,000
1175 Teachers' Extra Duty/Stipends	102,600	102,600	102,600	102,600	102,600	102,600	102,600	102,600	102,600	102,600	102,600	102,600	-	1,231,200
1200 Pupil Support Salaries	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	-	140,000
1300 Administrators' Salaries	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	-	1,080,000
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	888,267	888,267	888,267	888,267	888,267	888,267	888,267	888,267	888,267	888,267	888,267	888,267	-	10,659,200
Classified Salaries														
2400 Clerical and Office Staff Salaries	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	45,000
	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	45,000
Benefits														
3101 STRS	148,341	148,341	148,341	148,341	148,341	148,341	148,341	148,341	148,341	148,341	148,341	148,341	-	1,780,086
3301 OASDI	233	233	233	233	233	233	233	233	233	233	233	233	-	2,790
3311 Medicare	12,934	12,934	12,934	12,934	12,934	12,934	12,934	12,934	12,934	12,934	12,934	12,934	-	155,211
3401 Health and Welfare	93,333	93,333	93,333	93,333	93,333	93,333	93,333	93,333	93,333	93,333	93,333	93,333	-	1,120,000
3501 State Unemployment	3,920	3,920	3,920	3,920	3,920	3,920	19,600	15,680	7,840	3,920	3,920	3,920	-	78,400
3601 Workers' Compensation	12,488	12,488	12,488	12,488	12,488	12,488	12,488	12,488	12,488	12,488	12,488	12,488	-	149,859
3901 Other Benefits	6,609	6,609	6,609	6,609	6,609	6,609	6,609	6,609	6,609	6,609	6,609	6,609	-	79,306
	277,858	277,858	277,858	277,858	277,858	277,858	293,538	289,618	281,778	277,858	277,858	277,858	-	3,365,652
Books and Supplies														
4200 Books and Reference Materials	44,284	44,284	44,284	44,284	44,284	-	-	-	-	-	-	-	-	221,419
4302 School Supplies	195,146	252,796	317,725	468,514	425,419	320,165	340,418	298,678	309,856	280,527	274,341	160,449	-	3,644,033
4305 Software	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	63,074	-	756,883
4310 Office Expense	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	9,977	-	119,726
4311 Business Meals	174	174	174	174	174	174	174	174	174	174	174	174	-	2,085
4400 Noncapitalized Equipment	44,333	57,430	72,180	106,436	96,646	72,734	77,335	67,853	70,392	63,729	62,324	36,450	-	827,842
	356,987	427,734	507,413	692,458	639,572	466,123	490,978	439,755	453,473	417,481	409,889	270,124	-	5,571,988
Subagreement Services														
5102 Special Education	108,291	108,291	108,291	108,291	108,291	108,291	108,291	108,291	108,291	108,291	108,291	108,291	-	1,299,493
5106 Other Educational Consultants	166,411	215,573	270,941	399,527	362,778	273,022	290,293	254,699	264,231	239,221	233,945	136,824	-	3,107,466
5107 Instructional Services	231,805	233,807	441,157	416,314	416,314	451,444	441,654	202,898	239,060	227,180	201,840	216,590	61,277	3,781,340
	506,507	557,672	820,389	924,132	887,383	832,757	840,238	565,888	611,583	574,691	544,076	461,705	61,277	8,188,299

Inspire Charter School - South

Monthly Cash Flow/Budget FY19-20

Revised 6/2/19

ADA = 3327.85



	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	11,524	11,524	11,524	11,524	11,524	11,524	11,524	11,524	11,524	11,524	11,524	11,524	-	138,293
5300 Dues & Memberships	3,901	3,901	3,901	3,901	3,901	3,901	3,901	3,901	3,901	3,901	3,901	3,901	-	46,810
5400 Insurance	13,429	13,429	13,429	13,429	13,429	13,429	13,429	13,429	13,429	13,429	13,429	13,429	-	161,145
5501 Utilities	186	186	186	186	186	186	186	186	186	186	186	186	-	2,227
5502 Janitorial Services	255	255	255	255	255	255	255	255	255	255	255	255	-	3,056
5900 Communications	655	655	655	655	655	655	655	655	655	655	655	655	-	7,854
5901 Postage and Shipping	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	-	46,641
	33,835	33,835	33,835	33,835	33,835	33,835	33,835	33,835	33,835	33,835	33,835	33,835	-	406,026
Facilities, Repairs and Other Leases														
5601 Rent	45,978	45,978	45,978	45,978	45,978	45,978	45,978	45,978	45,978	45,978	45,978	45,978	-	551,732
5602 Additional Rent	119	119	119	119	119	119	119	119	119	119	119	119	-	1,425
5603 Equipment Leases	223	223	223	223	223	223	223	223	223	223	223	223	-	2,677
5605 Real/Personal Property Taxes	75	75	75	75	75	75	75	75	75	75	75	75	-	900
5610 Repairs and Maintenance	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	7,525	-	90,302
	53,920	53,920	53,920	53,920	53,920	53,920	53,920	53,920	53,920	53,920	53,920	53,920	-	647,036
Professional/Consulting Services														
5801 IT	949	949	949	949	949	949	949	949	949	949	949	949	-	11,387
5802 Audit & Taxes	-	-	-	3,094	3,094	3,094	-	-	-	-	-	-	-	9,281
5803 Legal	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	-	13,697
5804 Professional Development	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	-	66,243
5805 General Consulting	8,350	8,350	8,350	8,350	8,350	8,350	8,350	8,350	8,350	8,350	8,350	8,350	-	100,198
5806 Special Activities/Field Trips	70,944	91,903	115,507	170,326	154,659	116,394	123,758	108,583	112,647	101,984	99,735	58,331	-	1,324,772
5807 Bank Charges	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	-	75,423
5808 Printing	508	508	508	508	508	508	508	508	508	508	508	508	-	6,099
5809 Other taxes and fees	4,189	4,189	4,189	4,189	4,189	4,189	4,189	4,189	4,189	4,189	4,189	4,189	-	50,263
5811 Management Fee	70,549	71,159	134,265	126,704	126,704	137,396	134,416	61,752	72,758	69,142	61,430	65,919	18,650	1,150,843
5812 District Oversight Fee	19,038	19,213	36,348	34,188	34,188	36,348	34,188	16,658	17,237	16,566	16,566	16,566	1,664	298,768
5815 Public Relations/Recruitment	1,483	1,483	1,483	1,483	1,483	1,483	1,483	1,483	1,483	1,483	1,483	1,483	-	17,793
	188,957	210,700	314,546	362,737	347,070	321,658	320,787	215,418	231,067	216,117	206,156	169,241	20,314	3,124,767
Depreciation														
6900 Depreciation Expense	371	371	371	371	371	371	371	371	371	371	371	371	-	4,450
	371	371	371	371	371	371	371	371	371	371	371	371	-	4,450
Total Expenses	2,310,451	2,454,106	2,900,348	3,237,328	3,132,026	2,878,538	2,925,684	2,490,821	2,558,043	2,466,290	2,418,122	2,159,071	81,591	32,012,419
Monthly Surplus (Deficit)	(294,758)	(421,000)	935,799	382,793	488,096	1,047,061	914,784	(726,490)	(479,258)	(490,814)	(662,992)	(275,676)	451,255	868,801
														3%
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(294,758)	(421,000)	935,799	382,793	488,096	1,047,061	914,784	(726,490)	(479,258)	(490,814)	(662,992)	(275,676)	451,255	868,801
Cash flows from operating activities														
Depreciation/Amortization	371	371	371	371	371	371	371	371	371	371	371	371	-	4,450
Public Funding Receivables	312,718	-	-	266,671	-	-	-	-	-	-	-	-	(532,846)	46,542
Due To/From Related Parties	-	-	-	-	3,000,000	-	-	-	-	-	-	1,000,000	-	4,000,000
Accounts Payable	(12,270)	-	-	-	-	-	-	-	-	-	-	-	81,591	69,321
Cash flows from financing activities														
Payments on Factoring	(2,944,087)	(1,697,629)	(1,697,629)	(3,055,732)	(3,055,732)	-	-	-	-	-	-	-	-	(12,450,809)
Total Change in Cash	(2,938,026)	(2,118,258)	(761,459)	(2,405,897)	432,734	1,047,432	915,155	(726,119)	(478,887)	(490,443)	(662,621)	724,695		
Cash, Beginning of Month	8,275,227	5,337,200	3,218,942	2,457,483	51,586	484,320	1,531,752	2,446,907	1,720,788	1,241,901	751,458	88,837		
Cash, End of Month	5,337,200	3,218,942	2,457,483	51,586	484,320	1,531,752	2,446,907	1,720,788	1,241,901	751,458	88,837	813,532		

INSPIRE CHARTER SCHOOL - SOUTH
BOARD RESOLUTION – 2019 - 1

I. Adoption of Inspire Charter School – South’s Principal’s Annual Salary

WHEREAS, Inspire Charter School – South 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 – South Principal in the amount of \$150,000.

II. Adoption of Inspire Charter School – South’s Principal’s Supplemental Benefits

WHEREAS, Inspire Charter School – South 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 \$700 a month and will include the following:

- i. Vehicle & Cell Phone stipend

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Inspire Charter School - South 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 - South 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 - South

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

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 – South, 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 Dehesa Elementary School District (“**District**”) to operate a California charter school for a term of five (5) years, from July 1, 2019 through June 30, 2024, pursuant to a petition granted by District dated March, 20 2015 (“**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 be 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: kaitlyn.kirkegaard@gmail.com

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

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

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

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

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

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

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

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

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

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

Provenance, dba, Inspire District Office, a
California nonprofit public benefit corporation

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

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

By: _____
Name: Kaitlyn Kirkegaard
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 – South
BOARD RESOLUTION – 2019 – 2

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

WHEREAS, Inspire Charter School – South 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 – South for a minimum of one year after completion of the program.

NOWHEREFORE BE IT RESOLVED, that the Board of Directors approve three 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 – South, 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 – South 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 – South

INSPIRE CHARTER SCHOOL – SOUTH
BOARD RESOLUTION – 2019 – 3

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

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

NOWHEREFORE BE IT RESOLVED, that the Board of Directors approve the name change of Inspire Charter School – South to Cabrillo Point Academy 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 – South 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 – South 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 – South

INSPIRE CHARTER SCHOOL – SOUTH
BOARD RESOLUTION – 2019 – 4

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

WHEREAS, Inspire Charter School – South 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 – South 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 – South 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 – South 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 – South